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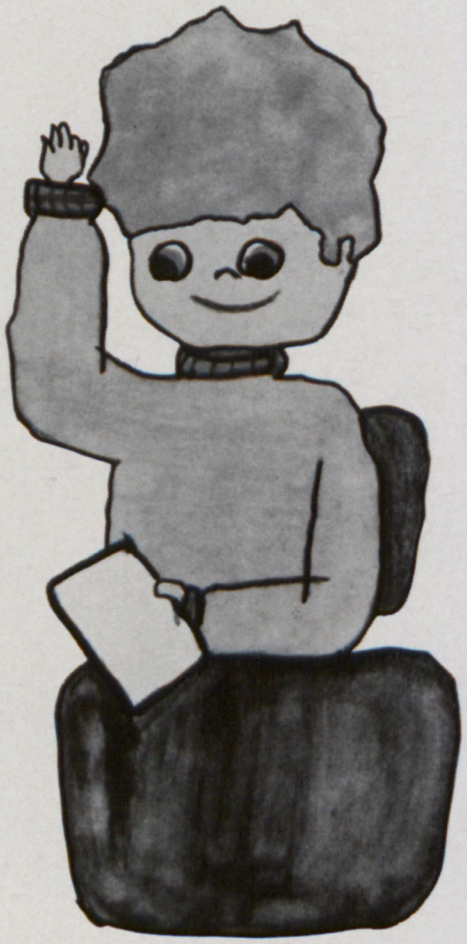

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THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

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This month's cover

Many young people today blame their hang-ups on the adult world. Perhaps the pensive youngster on this month's cover does, too. To learn about the concerns of a cross section of American high school students, turn to page 32.

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Delegates to NEA Convention Approve Con Con and UniServ

Majority Vote by All Residents May Be Required on Bond Issues

Dual National PTA Groups Become One Organization

NEA Asks Congress To Get OEO Out of Field of Education

Separate White House Conferences Set on Children and on Youth

1969-70 School Enrollment Up, But Percent of Rise Down

NEWS AND TRENDS

Delegates to NEA Convention Approve Con Con and UniServ

Delegates to the 1970 NEA Convention in San Francisco, 7,155 strong, voted to call a Constitutional Convention in 1971 to restructure the organized teaching profession. They also approved a $25.5 million budget which includes $1.6 million for UniServ, a new program to bring added direct services to individual members and local education associations.

Delegates modified the Association's stand on federal aid to education, stressing that such aid should in most cases be limited to the support of *public* schools.

Details of the 1970 Convention appeared in the July 24 *NEA Reporter*. Most of the resolutions passed at the Convention will appear in the October issue of TODAY'S EDUCATION.

Majority Vote by All Residents May Be Required on Bond Issues

A simple majority will now pass school bond issues in California—and soon, perhaps, in other states.

Last summer the California Supreme Court, in a unanimous decision, ruled that to require a two-thirds vote for such passage is a violation of the equal protection clause of the Fourteenth Amendment. The case may be appealed to the U.S. Supreme Court. Other state courts may face the matter soon.

The U.S. Supreme Court has voided property qualifications for municipal bond elections, striking down a borrowing proposal in Phoenix, Arizona. The Court also has been asked to review a Louisiana case in which a nonproperty-owning resident has sued to overturn a school bond issue. The bond issue was approved by a vote that included only the property owners in the district.

Dual National PTA Groups Become One Organization

There is now one national PTA for Americans of all races. Formal ceremonies uniting the National Congress of Colored Parents and Teachers and the National Congress of Parents and Teachers were held June 22 in Atlanta during the 45th and final convention of the NCCPT.

NEA Asks Congress To Get OEO Out of Field of Education

NEA has asked Congress to get the Office of Economic Opportunity out of the education field, especially out of performance contracting and voucher plans.

OEO has named six companies and 18 school systems for a broader look at "produce or else" teaching. The companies will teach an estimated 18,000 students.

In a statement to a Senate subcommittee, NEA calls this "a poor use of OEO funds" and a usurpation of the prerogatives of the U.S. Office of Education. The statement adds that NEA deplores performance contracting programs because they tend to weaken the structure of the public schools and to discredit them in the eyes of the public.

Separate White House Conferences Set on Children and on Youth

Two White House Conferences are planned this school year.

The White House Conference on Children, scheduled for December, will be organized into seven major categories: individuality; learning; health; parents and families; communities and environment; laws, rights, and responsibilities; and child service institutions.

Twenty-five individual forums met during the summer to prepare "recommendations and innovative approaches for action and implementation." These reports will be sent to conference participants for study prior to the December meeting.

In February, a separate White House Conference on Youth will be held because, according to Stephen Hess, conference chairman, "today the problems of children and youth are often quite distinct, and each deserves a separate national platform."

1969-70 School Enrollment Up, But Percent of Rise Down

Yes, there were more kids in public school last fall, but the percentage increase was the smallest since the late 1940's.

The U.S. Office of Education recently announced a record enrollment of public elementary and secondary pupils for the past year, but the increase was only 1.5 percent over the previous year. Ten years ago, the comparable increase was 3.5 percent.

USOE's annual fall survey shows enrollment totaled 45,618,578 pupils at the beginning of the 1969-70 school year—up nearly 675,000 over the 1968 figure.

Based on data supplied by state education agencies throughout the country, the survey of full-time public schools indicates new peaks in teacher employment, high school graduates, annual teachers' salaries, financial expenditures, and outlay

Aerosol Industry Warns on Misuse of Its Products

Most Collegians Believe that the System Still Works

Career Opportunities Program Attracts Low-Income Persons

Vocational Educators Alerted to Need for Aviation Skills

December Designated as Children and the Arts Month

Names in the News

NEA Reporter Gives Association News

per pupil. It also shows a continued downward trend in the classroom construction rate, national pupil-teacher ratio, and the employment of teachers with substandard certificates.

Aerosol Industry Warns on Misuse of Its Products

Sniffing concentrated amounts of aerosol vapors can kill.

And it has. More than 70 young people have died recently from deliberate abuse of aerosols—using them to get "kicks."

To help solve this problem, the aerosol industry, through its Aerosol Education Bureau, has begun a program to warn youth of the dangers of deliberate abuse of aerosols. More than 300 types of aerosol products are available today, including foods, cosmetics, medicines, paints, and many other household items. They are safe when used as directed.

Most Collegians Believe that the System Still Works

Only 11 percent of college youth think that public pressure cannot change government policy.

The huge majority, 89 percent, believe that "change takes time, but eventually government policy can be altered by public pressure." Both percentages resulted from a survey made last spring by Louis Harris and Associates, highlights of which appeared recently in the Harris Survey column copyrighted by the *Chicago Tribune*.

The survey also showed that 11 percent of collegians thought that violence is very effective in bringing about improvement in the nation. Most—65 percent—felt that working to elect better public officials was the most effective route to change.

Career Opportunities Program Attracts Low-Income Persons

The goal: to train poverty-area persons for jobs in the schools, even if they don't have high school diplomas.

Working toward this goal, the U.S. Office of Education's Career Opportunity Program has initiated projects in more than 130 school districts in every state this summer and fall. Some 10,000 persons—many of them Vietnam veterans—are given the beginnings of training that will enable them to serve as education auxiliaries. They will work in schools and, at the same time, pursue a work-study program that can lead them to positions as teachers, counselors, or school administrators.

Vocational Educators Alerted to Need for Aviation Skills

The future of many Americans is in the sky, federal officials say.

The Federal Aviation Administration has alerted directors of vocational and technical education in all states to career opportunities in aviation skills. The aerospace industry, according to the U.S. Department of Health, Education, and Welfare, is the largest single employer in the nation. Within 10 years, HEW predicts, 35,000 air traffic controllers alone will be needed.

December Designated as Children and the Arts Month

Children should take part in the arts—not merely observe them.

To encourage this belief, two federal groups have asked all state councils of the arts to especially encourage children to take part in arts activities during December, Children and the Arts Month. The request comes from the chairman of the National Endowment for the Arts and the chairman of the White House Conferences on Children and Youth.

Names in the News

Donald E. Morrison, a San Diego history and social studies teacher, was chosen NEA vice-president and president-elect during the 1970 NEA Convention. Helen Bain, chosen president-elect in 1969, became NEA president at the close of the Convention, succeeding George D. Fischer. Mr. Fischer is now chief executive officer, Educational Facilities Corporation, Chicago.

Elliot L. Richardson became the new U.S. Secretary of Health, Education, and Welfare in June. He replaced Robert H. Finch, who was appointed a special Cabinet-level counselor to President Nixon.

Harvey B. Scribner, Vermont commissioner of education, was named chancellor of the New York City public school system in July. The school system, the nation's largest with 1.1 million students, was recently decentralized. Dr. Scribner is the first permanent head of the revised system and the first to hold the chancellor title.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

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This feature is an open forum for Today's Education *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

DuShane Aid

I strongly support the action of the DuShane Fund in supporting David Lucia (May). Reactions which equate beards with hippies, anarchy, and antisocial behavior are absurd. Moustaches, beards, and hair length are matters of personal taste or current style and shouldn't be assumed to be a badge of anything.

Very few, I would think, of those protesting the DuShane Fund's action would characterize Abraham Lincoln as a hippie or a "preevolutionary man." Beards are fairly common on university faculties and seem neither to detract from a professor's effectiveness nor from his professional standing among his colleagues. At the university level, it is generally recognized that a man deserves to be judged by a more relevant criterion than the presence or absence of facial hair.

—Roger H. Voelker, *teacher of music, Martin (Kentucky) High School.*

It took man 50,000 years or so to come out of the caves. Must a teacher come into a classroom looking as if he were first cousin to a cave man?

Good grooming is most important for a classroom teacher. It is one of the many things that set the climate for learning.

If you are spending some of our NEA dues defending the "long hairs," then count me out.

—J. H. Bromley, *elementary teacher, Kingman, Arizona.*

◆ *As the article, "The Case of the Bearded Teacher," emphasizes, the DuShane Committee in this instance acted not on the basis of Lucia's right to be bearded but on his right not to be dismissed without due process of law.*

Environment

More food from deserts irrigated by desalted seawater, more power from nuclear generators—such are the visionary predictions in "Dry Lands and Desalted Water" by Gale Young (May).

Mr. Young suggests we should rejoice at the prospect of another 1,000 miles of Los Angeles as we turn Baja California, into a verdant paradise. What nonsense!

Our best-informed ecologists are telling us that there are no technological panaceas and that we should expect none. Their messages are essentially the same. More technology, however refined, can only buy a little time and will cause further environmental destruction. Salvation will require control of population growth and a drastically restructured economy, which does not measure progress in terms of dollars.

Educators, of all groups, must not be lulled into a baseless faith in technological miracles to solve our problems of food and water. For that reason, the publication of Gale Young's naïve article was most unfortunate.

—Jack Whitney, *science teacher, Western View Junior High School, Corvallis, Oregon.*

Ghettoese

In response to the articles regarding the acceptance of ghettoese in the classroom (April), I feel that one aspect went unconsidered by both contributing authors. This is the element of the patronization.

While recognizing the apartheid cultural development of American blacks, it still seems to smack of inverse racism by white educators to assume that black children are incapable of grasping the principles of common grammar and speech. Such an assumption is both degrading to the blacks and scientifically unfounded.

Ghettoese was bred in the poverty, discrimination, and racism of American society. It behooves the whites who have created and maintained these conditions to attempt cures for the disease rather than a perpetuation of the results.

—Bill F. Woodman, *graduate assistant, Department of Sociology, Oklahoma State University, Stillwater.*

◆ *Mr. Raspberry, author of "Should Ghettoese Be Accepted?" is himself one of the "American blacks."*

Student Writing

Let me join all the others [there have been many] who will write to tell you that the poem, "Autumn Woods," quoted in "What Does Student Writing Tell Us?" (May) and attributed to a third grader of Brooklyn Park, Maryland, is actually from the book, *A World To Know,* by James S. Tippett. It seems to me that what "student writing tells us" in this instance is that plagiarism will be caught.

—Glenna S. Feller, *teacher of English, Signal Mountain (Tennessee) Junior High School.*

Little League

I am in agreement with the need for more thought on the values derived from the present Little League programs. As Donald Schwertley states in "Little League Can Hurt Kids" (May), it is a frightening and bewildering sight to observe the often neurotic behavior of parents of competing youngsters.

We have a similar program called Quadrileague Baseball, which consists of four leagues, each organized around age groups.

The basis of our program is participation and not competition. All boys within league age are eligible and each boy who comes to a game gets a chance to participate. Awards are restricted; and "all-star" competition, tournaments, and play with outside teams are strictly forbidden. Our rewards are what the boys get out of the program through participation.

—Christopher A. Rohm, *director of recreation and physical education, Shikellamy School District, Sunbury, Pennsylvania.*

It seems to me that the issue which Mr. Schwertley raises had been dropped some time ago for lack of evidence and/or from evidence that was not very substantial.

I would like to see more good researched *facts* on this topic rather than negatives *votes.* I would also like to know what the negative voters recommend to replace or substitute for the Little League program.

—Jim Ganey, *physical education instructor, North Myrtle Beach High School. Myrtle Beach, South Carolina.*

Slow Learner

I found Merle B. Karnes' article "The Slow Learner . . . . What Are His Characteristics and Needs?" (March) most interesting and informative. I am a college sophomore majoring in elementary and special education, and the article gave me a great deal of insight about the needs of the slow learner as well as allowing me to see what great responsibilities a teacher has when working with him.

—Penelope Spreng, *sophomore, Mt.*

(*Continued on page* 8)

COMING

A report on how schools are dealing with the problems of the school-age pregnant girl

A symposium on the subject of police in the schools

Unesco in action, a 16-page special feature

Resolutions that will guide the NEA during the year

A discussion involving NEA President Helen Bain, NEA Executive Secretary Sam M. Lambert, Puerto Rico Teachers Association President Modesto Rivera, and PRTA Executive Secretary Augustin Garcia Estrada

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(*Continued from page 6*)

Union College, Alliance, Ohio.

Accountability

Leon M. Lessinger's article, "Accountability in Public Education," (May) was most timely and essential. However, diagnostic tools, critical as they are to educational accounting, remain diminutive beside the more crucial problems of phrasing educational objectives in specific, concrete terms that have accountability.

The really crucial decision affecting public education and society comes when we decide what is to be measured and what is to be encouraged. We need only the former for training; the latter is necessary for progress. Both are required for true education.

—Ted F. Swindle, *graduate student, West Texas State University, Canyon.*

I agree with Dr. Lessinger, who stated that something has gone wrong in American education, but I would say that one of the greatest contributors to that wrong has been the very thing that he advocates as its cure—performance specifications written for children on their twelfth birthday (or any other) and measured by an instrument as simple and specific as a thermometer measuring air-conditioner performance.

The fallacy here is that the machinery —human beings—was not constructed according to the same specifications for the same tasks, and to expect the same performance is utterly foolish.

Among these 12-year-olds for whom he is writing specifications, Dr. Lessinger should remember there may be one "air-conditioner," but there may also be an "oven." The thermometer (measuring instrument) might have a temperature range which would measure the efficiency of both, but the plans and expectations would differ.

Surely Dr. Lessinger has never taught groups of children!

—Lois Griffin, *principal, Sequoyah Elementary School, Russellville, Arkansas.*

While few will question Dr. Lessinger's criticism of American education, "independent accountability audits that report educational results . . . undertaken by groups drawn from universities, private enterprise, and state departments of education" are not the solution.

Professor Lessinger's "audits" are untenable because they would exclude the teacher from policy making and guarding the quality of education. Use of this approach would squander more public funds in expensive "audits" on why Johnny can't read.

—Mrs. Sabino Rodriguez, Jr., *teacher of art, Eastchester Junior High School, Scarsdale, New York; president, Eastchester Teachers Association.*

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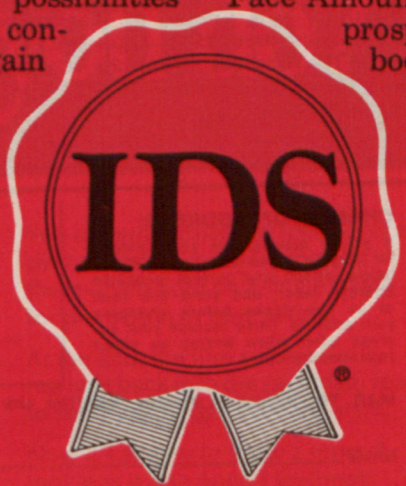

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PROFESSIONAL CALENDAR

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or national groups affiliated with it. Additional meetings will be listed in the January issue of TODAY'S EDUCATION.

Regional conferences, Natl. Science Teachers Assn.: **Sept. 17-19**—Northeast regional conference, Bedford, NH. **Oct. 8-10**—Great Lakes regional conference, Grand Rapids, MI. **Oct. 15-17**—Northern regional conference, St. Paul. **Oct. 29-31**—Midwest regional conference, Kansas City, MO. **Nov. 5-7**—Southwest regional conference, Phoenix, AZ. **Nov. 12-14**—Western regional conference, San Francisco. **Nov. 19-21**—Southeast regional conference, Atlanta.

Sept. 26-Oct. 3—Annual convention, Natl. Council of Teacher Retirement, Honolulu.

Sept. 27-29—Interorganization conference on staffing patterns, Office of Supervisory-Administration Services, Washington, DC.

Conferences and seminars, American Assn. of School Administrators: **Sept. 27-29**—Rocky Mountain regional drive-in conference, Park City, UT. **Sept. 27-29**—Science seminar, Seattle. **Oct. 11-14**—Natl. conference on regional educational programs, Des Moines, IA. **Oct. 25-27**—Science seminar, Washington, DC.

Oct. 11-14—Conference on regional educational programs, Rural Education Assn. and American Assn. of School Administrators, Des Moines, IA.

Meetings, Natl. Council of Teachers of Mathematics: **Oct. 15-17**—Louisville, KY. **Oct. 15-17**—Winnipeg, Manitoba, Canada. **Nov. 5-7**—Montreal. **Nov. 19-21**—Atlanta. **Dec. 28-30**—New York.

Oct. 16-17—Regional study/action conference (for states east of the Mississippi River), American Assn. of Elementary-Kindergarten-Nursery Educators, Knoxville, TN.

Conferences, Council for Exceptional Children: **Oct. 21-24**—Regional conference, Vancouver, B.C., Canada. **Dec. 1-5**—Conference on instructional technology, San Antonio, TX.

Oct. 27-30—Adult Education Conference, Natl. Assn. for Public Continuing and Adult Education, Atlanta.

Nov. 5-7—NEA involvement seminar and Assn. of Classroom Teachers regional conference, Huntsville, AL.

Nov. 13-14—South central regional meeting, American Driver and Traffic Safety Education Assn., Edmund, OK.

Nov. 18-21—Conference, Natl. Council of Urban Education Assns., Las Vegas.

Nov. 23-28—50th annual meeting, Natl. Council for the Social Studies, New York.

Regional meetings, Natl. Business Education Assn.: **Nov. 26-28**—Southern meeting, Biloxi, MS. **Nov. 26-28**—Eastern meeting, Hartford. **Dec. 28-30**—North central meeting, Chicago. ☐

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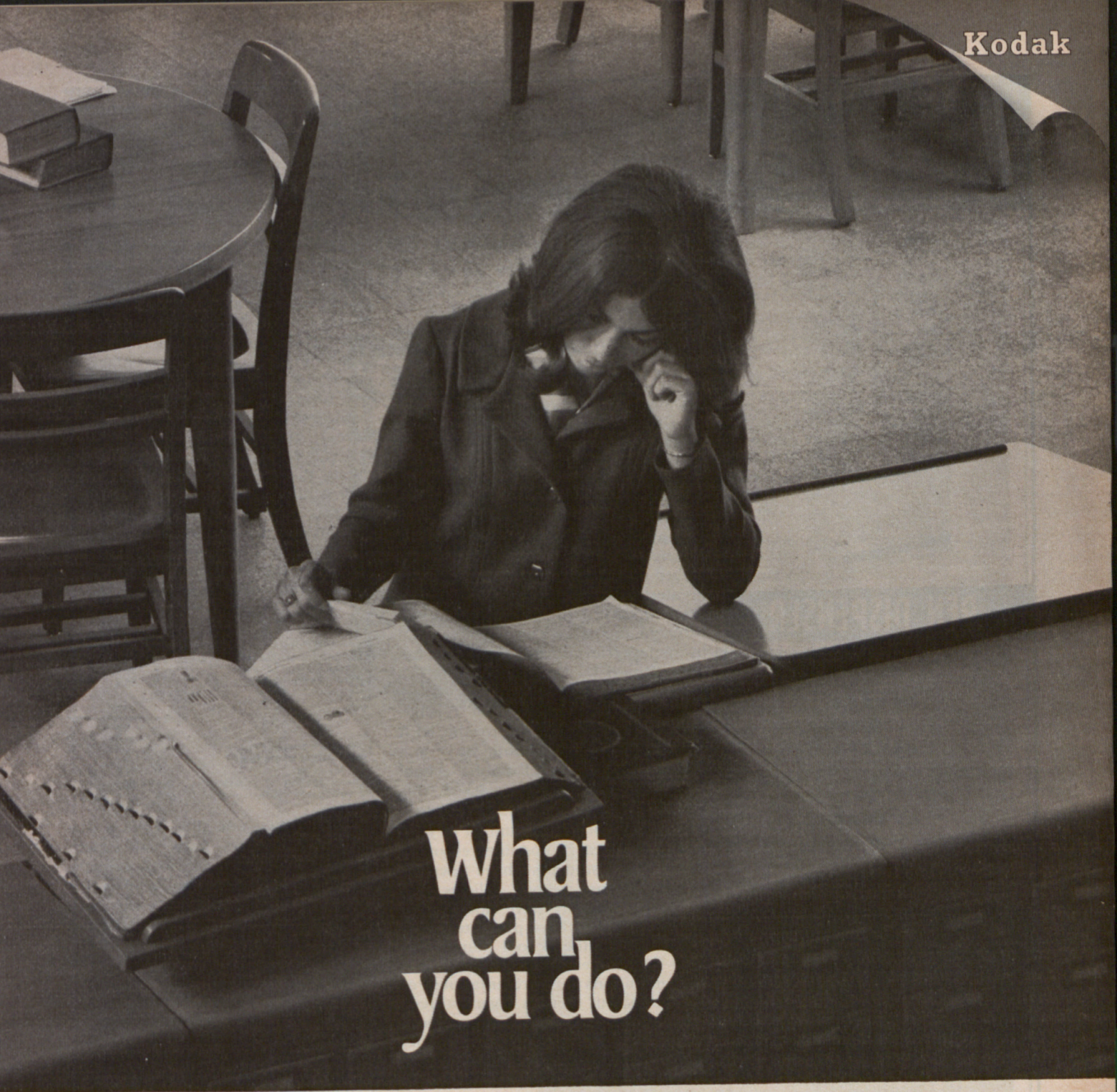

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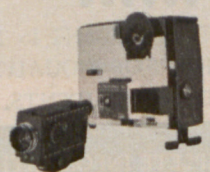

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TEACHER OPINION POLL

Student Unrest

□ Student unrest in American public schools has increased in the last year, according to the opinions of classroom teachers. The increase was most noticeable at the secondary school level. In spring 1969, 50 percent of classroom teachers in secondary schools reported student unrest (see "Teacher Opinion Poll" in the September 1969 issue of TODAY'S EDUCATION); by spring 1970, this percentage had increased to 65 percent.

Although in both years the largest proportion of those reporting unrest indicated that there was a general feeling of unrest among students rather than overt demonstrations, the greatest increase between the two years occurred in the proportion of teachers reporting that students had presented grievances to the school administration without resorting to demonstrations.

These are the results of Teacher Opinion Polls conducted by the NEA Research Division. In both surveys, a nationwide sample of public school classroom teachers was asked this question: "Has there been a noticeable amount of student unrest in your school this year?" Possible responses were: (a) students have demonstrated against school policies this year; (b) students have not demonstrated, but they have presented their grievances to the school administration; (c) there have not been any demonstrations or presentations of grievances, but there is a general feeling of unrest among the student body; and (d) there is no noticeable feeling of unrest among the students in my school.

Responses for the two years were as follows:

	1969	1970
Student demonstrations	4.1%	6.3%
Presentations of student grievances	7.6	16.6
General feeling of unrest	21.3	22.2
No noticeable student unrest	67.0	54.9

In both years, a higher percentage of secondary than of elementary teachers reported some form of unrest among their students. However, more teachers at both school levels reported student unrest in 1970 than in 1969.

	Elementary		Secondary	
	1969	1970	1969	1970
Student demonstrations	0.9%	3.7%	7.3%	9.1%
Presentations of student grievances	1.7	6.6	13.5	27.2
General feeling of unrest	13.3	16.5	29.3	23.1
No noticeable student unrest	84.1	73.2	49.9	35.6

Both surveys show a greater proportion of urban and of suburban than of rural teachers reporting some form of student unrest. In all three types of communities, however, the percentage of teachers reporting student unrest was higher in 1970 than in 1969.

The greatest change has occurred in the responses of suburban teachers, where the percentage that reported no noticeable unrest dropped from 68 percent in 1969 to 51 percent in 1970. This change is due to an increase in 1970 in the percentage of suburban teachers who reported active forms of student unrest (demonstrations or presentations of grievances); the percentage reporting a general feeling of unrest remained about the same for both years. In 1970, a higher percentage of suburban (28 percent) than of either urban (23 percent) or rural (15 percent) teachers reported active student protest in the form of either demonstrations or the presentations of grievances.

	1969		
	Urban	Sub-urban	Rural
Student demonstrations	7.4%	3.2%	1.5%
Presentations of student grievances	8.9	7.4	6.3
General feeling of unrest	24.7	21.1	17.8
No noticeable student unrest	58.9	68.3	74.4

	1970		
	Urban	Sub-urban	Rural
Student demonstrations	6.5%	8.8%	2.1%
Presentations of student grievances	16.7	19.3	12.4
General feeling of unrest	25 4	20.5	21.2
No noticeable student unrest	51.4	51.4	64.2

These data show that while a majority of teachers have not experienced student unrest in their schools, the trend over the past year is for more teachers to report the existence of such unrest. However, the fact that this change is due primarily to the increasing number of teachers who report that students have presented their grievances without demonstrating suggests that students are becoming more articulate about their dissatisfactions and more inclined to express these in an orderly way. Only a small minority of teachers continue to experience disruptive activities in the form of demonstrations by students.

—NEA Research Division.

◆ *For further discussion of this topic, see the special feature, "What's Troubling High School Students?" beginning on page 32.*

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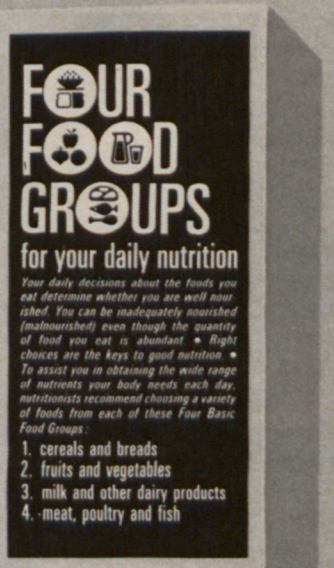
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HOMEWORK THAT WORKS

PIGGYBACK

EDITH SHANNON, *Latin teacher, Jonesboro (Arkansas) Senior High School.*

☐ **Unable to lick 'em, I've joined 'em.**

I simply got fed up with flying into a fit when some kid who had been paying zero attention to what was going on in my Latin class carefully copied some other kid's algebra paper right under my nose.

His misuse of my time wasn't the only thing that bugged me either: I immediately suspected that the paper he handed in to me was copied during his English period. So in the name of self-preservation, I now accept piggyback papers. If the idea scandalizes you, I can fetch up a somewhat more respectable justification—ex post facto: Since imitation is a valid and fundamental learning process that is merrily accepted everywhere else, we would be better off to coax it out from under the rosebush in school.

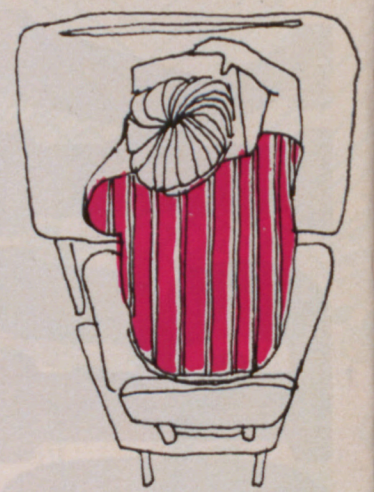
On any written homework except (obviously) individualized assignments, a student who is unable, for some reason, to produce an adequate effort by himself may elect to substitute a careful copy of another student's work if the other student consents. Both students report the transaction with notes on their respective papers: "This is a copy of Wanda Willing's paper. She let me borrow hers because I couldn't figure out how to do it." And "Henry Harass copied my paper again today."

Our long-suffering Wanda gets whatever the quality of her paper entitles her to—no bonus, no penalty. Henry gets three-quarters of her score. Even if her paper and his copy of it are free from significant error, he barely squeaks by. But for him, that's better than nothing and certainly better than cheating, and for me—normal blood pressure!

Piggyback is also the best remedial measure I've yet come upon. When a student hands in his own homework that is almost totally wrong, I staple somebody's correct paper to his poor paper and ask him to make a careful copy of the correct one. He hands all three papers back to me, but I return only his own two to him, the copied version to keep in his notebook as a sort of answer sheet. His accurate copy earns him only the same three-quarters score old Henry got, but that's more than he would have gotten otherwise. I get something, too—surcease from much pushing of the red pencil on a paper that missed the whole point.

Piggybacks show up a couple of times a month. But before I write them off as insignificant, two reflec-

tions pass through my mind. The first is that their very scarcity may indicate their real worth. The second is that if piggybacks prevent me from blowing my top (my reaction when I see someone copying homework), they are a boon in my classroom.



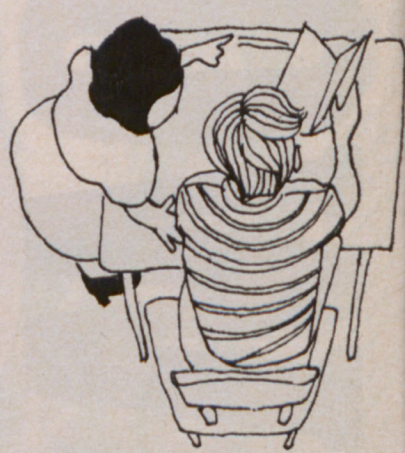
RISE AND SHINE

Among all the homework stimulators with which wanton old necessity has littered my classroom over the years, there's a fair-haired darling I call Rise and Shine. This scheme offers triple benefits—the involvement of students in worthy use of their study time, a lively but well-ordered class period, and no papers for Teach to lug home the next day.

There's nothing spectacular about the plan. Perhaps its magic lies in the carefully plotted sequence of several simple procedures or maybe in the excitement this kind of assignment always seems to generate. (Since I'm reluctant to let monotony cheat me of a good technique, I don't run this one into the ground.)

This is the sequence of simple steps.

- Spend a minute giving the kind of homework assignment some of us are prone to give most of the time —i.e., "Study all of Chapter 10 in your English composition text." But for better-than-usual luck, add this: "You'll get question sheets for a books-closed oral quiz tomorrow. If you make notes as you study, I'll let you use them in class even though your books must be closed."
- While students are making worthy use of their out-of-class time, the teacher should do the same by producing a question sheet that fits the material and manages, somehow, not to be dishwater dull. The sheet must, of course, be duplicated for everyone.
- The next day when the class period begins, pass out the question sheets and allow 10 minutes for students to compare the questions with whatever notes they made while cracking the books. Students may also use their books to get supplemental information during this time. As they scan the questions, suggest that they mark those to which they have satisfactory answers ready.
- At the end of 10 minutes, books close and the oral quiz gets under way.



This is the phase of the process from which the whole routine gets its various names. Pink Sheet Recitation was the tag for it last year, because our first set of questions was typed on pink paper, but Rise and Shine is more definitive. It refers to the student's chance to pick his own question and therefore, perhaps, achieve nobly; otherwise, to grin and bear up under an embarrassment that he wished upon himself.

Who gets what question is, naturally, the sticky bit, for those who pick first have a wide choice of questions while the last ones are compelled to take what's left. But we are a jump ahead of the Selective Service System on how to determine who goes first. Instead of drawing fat blue or orange capsules, this teacher shuffles white note cards, each one bearing the name of a student and space for an on-the-spot evaluation of his answer, which can be transferred at leisure to the appropriate spot in the grade book.

This wholly unpredictable selection—this perching together of students on the precarious lap of the gods—is probably what creates the excitement.

After the ball is over, everybody has a souvenir. The teacher has a few grades to record, but no stack of papers to mark. Students have question sheets (annotated as the discussion progressed) to add to their first notes on the material, and they've reviewed questions that will reappear later on a test.

NOLO CONTENDERE

I suppose someone might say that I've legalized collusion. I prefer to call it teamwork. By so doing, as if by magic, I do away with any objectionable overtone and I am now left with only delightful permissiveness.

Well, why not? Our stalwart forefathers helped each other hew logs and raise houses and barns, editors publish collaborations and anthologies, and without its committees, Congress would accomplish even less than it does.

If two—or six or seven—students want to bat their homework out by telephone or otherwise, let them. But have them observe the stipulation that ought to be observed with any other such arrangement: Be aboveboard about it.

If some of my students want to hand in a joint production, they're asked to identify it as such by handing in a single copy bearing the names of all members of the production crew. To acknowledge the fact that not all performers devote the same amount of time, energy, and creative thought to such performances, I suggest the possibility of explanatory notes, such as "Kate did about half of this to get the rest of us started, but we did our share after that." I sometimes moralize a little on the point that water and integrity are much alike—neither one will run uphill unless given a chance. Then I let each student choose for himself—high road or low.

Sometimes a student who was present at a study session will decline to sign the common paper on the grounds that he didn't contribute enough to justify doing so. From the phrasing of such comments, it appears that the esteem of other students is the major concern. That suits me just fine.

The young people I work with, very gung ho about togetherness, are likely to overdo the huddle at first. But eventually they find out that whatever else may be said for cooperating on homework, the process fritters away too much time. The too-large-to-begin-with and the ill-assorted groups soon break up.

What continues to operate, comfortably and effectively, are the two- or three-persons co-ops. These alliances give every evidence of being legitimate. If one partner is ill, the other one picks up his assignment and briefs him on class happenings. One time, half of a partnership asked for an explanation of some point during a class period, and, before I had a chance to reply, his partner interjected, "Oh, I understand that. I'll straighten him out tonight."

Last—and surely least—but not to be overlooked, every time two names show up on one paper, the teacher—tra-la-la!—has one paper less to grade.

SECOND BOUNCE

A mainstay in my dogged resistance to plagiarized homework is a maneuver dubbed second bounce. If a student's first effort is less than satisfactory either to me or to him (when he sees his score), he may submit a second version in which he puts into effect the corrections and suggestions I wrote on his first paper. If this version is wholly correct, the student suffers a mere 10 percent penalty on his score the second time around.

Although this procedure requires double handling of the material by both pupil and teacher, its benefits fully justify the extra work. For example, instead of merely glancing at his grade and chucking the paper into the wastebasket, the student really reads the comments I have made on his paper and acts upon them.

An even more significant yield from this procedure is the student's increased confidence in the possibility of achieving reasonable success by his own effort. (Help from the teacher is for free. It doesn't count.) When I first explain the second bounce, a typical response is "Fair enough!" which for these times is lusty enthusiasm. □

THE YEAR THAT HOME-WORK DIED

HAROLD R. GERRY, *special reading teacher, Peoria, Arizona, Elementary School District #11.*

□ **During five years of teaching seventh graders, I had** been unable to develop a satisfactory homework policy. I was especially concerned about many of the disadvantaged youngsters who had no suitable place to study, no reference books, and no one to help them with their schoolwork at home. I found it difficult to find a fair way to evaluate their homework in comparison with that done by more advantaged students who, no doubt, had considerable help at home.

As my own daughter reached the upper elementary grades, the complexity of the problem was brought home to me in a very real way. In one grade she had a different teacher for almost every subject, and some nights she would have as much as two hours of homework; other nights, little or none.

Then, I took part in a seminar in elementary education in which the participants considered the homework question and arrived at the following conclusions:

1. Much homework is just busywork.
2. The rationale of assigning homework to elementary students simply because they will be getting homework in high school and college is not sound.
3. Schoolwork should be done under the supervision of a teacher so that each student has an equal opportunity to get adequate assistance.
4. Students should be encouraged to do their work in school so that they will have free time out of school for recreational and family activities.

Having decided to institute a homework policy based on these conclusions, on the first day of school several years ago, I shocked my self-contained seventh grade class by announcing that I would assign no homework that year. I went on to explain that I would attempt to plan our work so that if students used their time in school productively they wouldn't have to take work home. (This was a high ability group.) Most of the students were enthusiastic about the plan, but they seemed skeptical that I would really put it into practice.

As the year progressed, I was able to give the students more time to study in school by cutting down on the amount of time I talked to them. This practice provided an added benefit in that I discovered that when I talked less the students paid more attention to what I said.

Each class consisted of a short presentation or discussion with the remaining time used for practice and study. This worked especially well with the skills subjects, because I was able to diagnose and correct problems as they developed.

Although at first some students did have trouble adjusting to the idea of using their school study time efficiently, this class did more and better work than any other class I have had. The students came to school ready and willing to go to work each morning. They also read more library books on their own because they had more time for recreational reading.

These students are now in high school and thus far

I have received no reports that would indicate that a year without homework has caused any damaging effects.

The next year I became a special reading teacher in the same school, so I have not been able to continue the plan. But I would recommend it, with individual adaptations, to any teachers who have become concerned about their present homework policy. I believe that it would work just as well or even better with average or below-average ability groups, since they are less able and generally less inclined to work without teacher supervision. □

ALBERT J. MAROTTA, *fifth grade teacher, Fonda-Fultonville Central School, Fonda, New York.*

□ **For the past 10 years, I have used whatever electronic** means were available to individualize instruction for my students. The equipment in my classroom includes four portable tape recorders, three stationary ones, a wireless FM mike and receiver, two pairs of walkie-talkies, 19 portable cassette players with headphones, an overhead projector, and a black and white television set.

My most recent project is to improve the quality of my homework assignments by having students use some of this equipment outside of school. I have taped lessons, prepared work sheets to use with the various assignments, and developed a booklet containing an index to all of the available tapes.

On a strictly voluntary basis, students may take home the portable cassette players with headphones and the taped lessons. I encourage them to use the headphones because of their excellent ability to block out sounds that could distract students from their work. Some listen to lessons on the bus ride to and from school; others do so at home or while waiting for a haircut or riding in the family car.

The use of tapes makes it possible for some students to proceed at a more rapid pace than others and permits those students who need the review to repeat a lesson without delaying the rest of the class. Also, students may catch up on work they missed because of illness or work they didn't completely understand when I presented it in class.

At present, I have enough taped lessons to permit my fifth graders to increase their school year by at least 26 days. These include 45 lessons in English; many science experiments; and spelling exercises that cover the regular fifth grade work, a review of fourth grade work, and advanced work on sixth and seventh grade words. (Last year, half of my class was working in the four levels of spelling on tapes, and half of these students requested that I prepare a fifth level containing eighth grade words.)

One advantage of the project is that I don't have to correct homework papers. Correct answers to questions in the lessons are included on the tapes. Since students elect to do the assignments, they receive no grade for the work. However, their efforts are rewarded in improved grades on tests and in their increased understanding of their schoolwork. I have found that my practice of not grading homework and of allowing students to correct their own work has reduced the amount of cheating that takes place in my class.

In addition to the students in my class, several capable third and fourth graders from other classes participate in the program on an experimental basis. And so do some members of my students' families.

Comments about the program from students, parents, and administrators have been encouraging and make me feel that my work on this project has been well worthwhile. □

DEVELOPING A HOME STUDY POLICY

□ **To preclude the possibility of having to face a** committee of parents who are unhappy with a school system's home study policy, the administration will do well to involve staff, students, and parents in a thorough study of existing practices.

In September 1969, the Pottstown School District formed a committee of 15 members—four teachers, four administrators, six parents, and one school board member—to develop a home study policy. After a series of evening meetings in which each committee member had an opportunity to discuss his opinions on home study, the group divided into three subcommittees to analyze specific aspects of the problem. One committee worked with the faculties of the 10 schools in the district and solicited their viewpoints, a second met with students at all grade levels, and the third researched the literature and began to develop a home study philosophy.

After the subcommittees submitted their reports, the total committee reviewed them and prepared a first draft of a home study policy. Then the City Council PTA and the 10 faculties studied the draft and made suggestions. After these groups presented their views, the home study committee developed a final draft that received the unanimous approval of the board of school directors.

The policy was then printed in a booklet with appropriate cartoons, and copies were distributed to parents and school staff members. After parents and teachers had received copies of the booklet, individual PTA's had discussions about the new policy and faculty members reviewed it at staff meetings.

The end result was that all the groups involved accepted the new policy. A closer bond had been developed in the Pottstown School District between the home and the school.

—RAY E. FEICK, *assistant to the superintendent for instruction and chairman, Home Study Policy Committee, Pottstown, Pennsylvania, School District.*

TO REACH OUR GOALS OF BETTER SCHOOLS AND A STRONGER PROFESSION

we must be reasoning activists

Says NEA President **HELEN BAIN**

□ **It's up to you! You, as a member of the NEA, have** the responsibility for making a difference in the schools and the nation. It is your responsibility to work for the attainment of the priorities that are essential to the healthy development of our society.

What I'll attempt to do here is to put *your* job into perspective—to tell you what I believe to be the priorities that face the live, new NEA that has been maturing through the years, and especially during the past few years. Five of these priorities come to mind almost immediately, for they have been the concern of most of us for some time now.

- We have to work for a professional negotiation law in every state that will provide the basis for the orderly negotiation of fair contracts between teachers and school boards, thereby improving teacher-board relationships and lessening the need for strikes. School boards that deny teachers negotiation agreements have only themselves to blame if teachers are forced to take drastic action.
- We have to secure in every state a law that provides for teacher autonomy. We must control our own profession. When we do, we can work more effectively to improve education.
- We have to lead the fight to get adequate financing for schools. This calls for full financial partnership of local, state, and federal governments, with each providing a third of the funds needed for education.
- We have to achieve real and full involvement of students in our society so that they can work effectively and constructively for a better world.
- We have to establish an effective human relations committee, in every community. I believe we can establish at least 5,000 committees during this coming year.

After stating these priorities, the real question becomes, How do we achieve these goals? At this point, we must face reality and acknowledge that we must engage in political action in order to fulfill our aims and expectations for education.

Our type of political action calls for the involvement of the reasoning activist who is both faithful to our profession and alive to political realities. We and education will fail if we lose sight of the legislative realities of our profession. Whether we like it or not, education is in the political arena. It is imperative that we tool up our political might to defend the right of every child to be given an equal chance to grow.

The recent stab in the back of education by the dagger of a Presidential veto is a measure of the cutting edge of political considerations. We must never let this happen again! We can and we will gear ourselves to enter the world of politics with the tools that work. We will join and help those who would help us save education.

Teachers have learned that we have more than the *right* to get involved in the political processes and debates of our time. We have the *responsibility* to get involved. We are the largest single professional segment in our entire society. When we do not participate fully in the democratic process, we deprive the country of a voice it ought to hear if that democratic process is to function effectively. This responsibility is magnified all the more because of our special relationship with parents, who constitute most of the public, and with whole generations of students.

From here on, you and I and the NEA must amplify the voice of education. We have a major positive role to play in restoring our nation to full health and in bringing education to its full potential. We will be neither so "reasonable" as to acquiesce to the status quo nor so irrational as to try to impose instant perfection. We *will* be activists. We *will* be reasonable. We *will* get the job done.

The local association's use of the strike is the clearest example of what I mean. As teachers, we find strikes most distasteful. We are happy that for every teachers' strike in the country, 20 contracts are negotiated professionally.

But NEA has learned—and told its membership

On Capitol Hill, Mrs. Bain discusses educational legislation with Congressman Roman C. Pucinski (D.-IL), chairman of the General Subcommittee on Education of the House Education and Labor Committee.

through guidelines on the subject as well as through Continuing Resolution C-49, "Withdrawal of Services" —that sometimes teachers must strike and that NEA will be 100 percent behind them.

In a very real sense, however, even a strike is a political decision and a political action. In strikes, as in every other political action we take, we have to determine (and take) the action that will further our professional goals and standards for education and for our own legitimate interests—which is the welfare of the youth of America.

So, each of us must be a reasoning activist. And, if I had to put an accent on one of those two words, I'd put it on *activist*, confident that our professionalism will provide rational balance for all our actions. We will, of course, work within the system, but we will work to make the system more meaningful and effective.

If we are going to realize our first priority— to get a professional negotiation law in every state—teachers have to become active in the political life of their states. Teachers have to belong to a political party and some have to run for party committeeman or committeewoman. They have to feel obligated to contribute money to political campaigns and to ring doorbells and put signs in their yards. They have to become valued members of a party—and a valued member is one who can deliver votes.

To achieve a law in every state granting teachers the right to govern their profession, our second priority, teachers' groups ought to get commitments from candidates for governor and for the state legislature to work for a law granting teachers the right to control their profession. That's *also* political activity.

The third priority today is that of adequate financing. Never in the history of this country have we adequately financed education. We must be realistic as to the possible source. Over one-half of every tax dollar goes to the federal government, and it would seem that at least one-third of the cost of education should be borne by the federal government.

We must elect a new Congress that will vote aid to education. And we must also attempt to force a change in the administration's priorities. It will take real political activity to accomplish this.

Our NEA emergency committee for full funding of educational programs has really shown what can be done when all the people with an interest in education work together. Everybody won't get his piece of the pie as big as he wanted it, but he's going to get more than if he were by himself. This will require political education all along the line, and it will depend on *your* being politically active on the local and state levels as well as NEA's being politically active on Capitol Hill.

As for the fourth priority—getting youth effectively involved—I believe we can do this when we involve them in the political process of our nation. I am pleased that the NEA played an important part in the drive to make the 18-year-old vote a reality.

We must watch carefully the progress made in testing the provisions of the Voting Rights Act, which gives the franchise to 18-year-olds.

I am looking forward to the action programs which will be developed by our Task Force on Student Involvement, action programs which will get students involved in making the decisions that affect their lives; guarantee students the rights given to all citizens; reduce student frustration; improve communication between students, teachers, and community.

Teachers have a responsibility to recognize some of the causes of student unrest: the draft, the war, the uncertainty about the future. We must give students on all levels some real leadership in how to be effective in bringing about constructive change. It is time for us to quit merely talking about democracy in our schools and begin *practicing* it. If we are going to come up with peace in this world, it will be because education has shown a better way to solve our differences than to kill our children and the people who happen to live in the war zones. I have great faith in the idealism of our youth today and in their desire to improve our society. They want to have an active part in our democratic process, which is political activity.

We have the resources to take on this kind of political activism—for a professional negotiation law in every state, for governance of our profession, for adequate funding for education, and for meaningful involvement of youth in our society. We also have every opportunity for success.

We in NEA have developed political action committees in various states and local communities. We have two pilot projects, one in Kansas and one in Colorado, involving teachers in political action. In Kansas, for instance, the project officials have divided the state into Political Action Districts (PADS) and have recruited the services of teachers on a part-time basis during the school year and on a full-time basis during the summer to raise funds from their fellow teachers and to involve them politically. At present, we are working out legal arrangements whereby we will be able to have part of that money come to the state and national levels to help elect candidates who are friends of education.

We have a structure for political activity in some 20 states now. We intend to expand that number by sending out political experts to help in setting up even more such organizations. And when the time is right, our Board will take action in tying all of these together.

The fifth priority—the one most important to me personally—is the establishment of working human relations committees in every community. I was privileged to serve on the NEA Task Force on Human Rights. I want to share with you the introduction to the report of that Task Force, which expresses NEA's expectation of its members:

"Each of the NEA's members is a member of the family of man and as such irrevocably possesses cer-

Mrs. Bain succeeded George D. Fischer as NEA president at the close of the NEA Convention in San Francisco in July.

tain natural rights and is bound in social and political contract to respect and protect his own natural rights and those of other human beings.

"Each of the NEA's members is a professional educator and as such a shaper of America's destiny through the teaching of her children.

"The NEA itself—this coalition of more than a million members—is an organization of considerable national stature and influence. Its responsibilities to its members extend beyond securing proper salary and conditions of employment. It, as an organization, has a responsibility to use the strength of its numbers, its national stature, and its influence to protect the *professional* rights of its members as educators and the *natural* rights of its members as human beings. It also has a responsibility to . . . protect the human rights of others and to ensure the future protection of human rights for all. An organization of the size and potential influence of the NEA has a responsibility to the nation as a whole for promoting social change."

To fulfill this expectation, it is imperative that every local association establish a human relations committee through which teachers will join with other groups, such as the NAACP, National Urban League, B'nai B'rith, the National Congress of American Indians, and national organizations representing Spanish-speaking Americans, to help solve the social problems within their community. I am convinced that no other group of citizens has the opportunity, the influence, or the multiple skills we educators have for producing this needed social change.

If, while giving this kind of leadership, teachers are criticized, so be it. If the criticism turns to vengeance and they get fired, that's something else, of course. Then, the NEA will defend them. It is the activist teacher who will be criticized. If teachers are not getting criticized, then they aren't taking a stand and they aren't very active. In a word, they are not activists.

All these activities involve teachers and their local associations. But, obviously, both will need and have NEA support to achieve our five goals.

This, then, is our task for this new school year. As the new head of your elected leadership, I can—must—urge you to commit yourself to be reasoning activists. That's the way we can move education, the nation, and our own profession forward. It's up to you.

The NEA will be in the forefront to make education relevant and to provide the kind of educational opportunity every person needs and deserves. We *can*, we *will* succeed. □

Mrs. Bain spoke at greater length on this topic at the NEA convention in San Francisco. She is on leave from her position as a speech and English teacher, Cohn High School, Nashville.

WALLACE B. GRAVES, *president, University of Evansville, Evansville, Indiana.*

STRATEGIES FOR A

Real Academic Revolution

□ **Students who have set their caps or hair or beads or** whatever it is they are setting these days to purge education of its irrelevances and oppressiveness are inclined to emulate the wrong leadership and pursue the wrong techniques. They need a more sophisticated set of strategies than student activists have yet conjured up; strategies that are exquisitely intricate and subtle, the quintessence of finesse.

The first strategy for a real academic revolution is to make your professor believe that both you and he are *learners* together. As things now stand, your professor is likely to be under the impression that he must teach and you must learn what he teaches you. This relationship is a very old and very bad habit, difficult to kick. The truth is that all of us are learners, or ought to be. Students must stop being mere sponges, and professors must stop ladling out facts and figures. But what can the student do? Here are a few, and probably very impudent, suggestions.

After the first roll call and possibly the alphabetical assignment of classroom seats and, if at all possible, before the announcement of the first reading assignment or syllabus distribution, ask the professor what over the years he has found valuable in his study of the course at hand. (And by the way, you should be prepared for a backhand return of the ball in the form of the professor's asking you what anticipated value drew you to his course.)

If he thanks you not to be impertinent and doggedly continues with the assignment, you will have to resort to sterner measures. The vital point to grasp is that in the consideration of the value of a course of study, both student and professor approach the altar as fellow learners, and each can make a contribution to the other. Once the agony of the first encounter is behind you, raise the same question at intervals throughout the course.

If, as the course proceeds, you find the professor the captive of his textbook or hypnotized by his lecture notes, get him off the subject. This, of course, is a threadbare student strategy, as old as the hills. The secret of *my* revolutionary system is to distract the professor with questions about the subject that genuinely intrigue and confound you. The follow-up punch is to inquire where you can find answers. Invite the professor and your fellow students to seek these answers with you. This throws the course outline completely off the track, and the revolution is on.

Is the professor enthralled by his lectures and does he revel in the drama and interpretative nuances of each point he makes? Arrange with other members of the class to applaud the professor after each performance and from time to time to call out, "Encore! Encore!" Bring him back for curtain calls. Organize a campus-wide academy award dinner each year and hand out trophies for the best professorial performance.

Perhaps the professor is shy or rather too formal to join the company of students as a fellow learner. Then ask a couple of football players to come to class five minutes early to carry out his desk or podium. The professor may at first feel as exposed as a member of the cast of "Oh! Calcutta!" but soon the barrier between him and you will melt away.

So much for strategy number one. Now for strategy number two. This second strategy is dedicated to the proposition that the best way to learn something is through teaching. Catch a professor in a candid and confiding mood, and he will tell you that he learned much more and better as he has faced the high challenge of communicating intelligence to others than from all the lectures and laboratory assignments of his college and graduate school days. Why can't this news be broadcast? Why can't every learner a teacher be?

Offer to take over the class one day. The professor could probably use the hour to put the finishing touches on that book he has been writing. Or perhaps he'd just like to sleep late once in a while. Without a doubt, the teaching experience will be impressive and full of learning for you and, I hope, for your fellow students. And let others have a go at teaching now and again, lest you find yourself a candidate for that academy award I mentioned before.

Don't confine your teaching to the classroom. Make a discovery; tell a friend about it. Go into all the world like the apostles of old. Organize discussion groups. Open a "free university"—but take care it does not become a propaganda mill.

Now quickly on to strategy number three. Permit me to direct your attention to the academic establishment's piteous method of measuring intellectual growth and development: the examination or test paper. If the academic revolution of which I speak is

This article is adapted from an address Dr. Graves gave to the freshman class of the University of Evansville in September of 1969.

to succeed, something drastic must be done about the tyranny of the test paper.

Imagine if you can that your professor's test questions seem irrelevant, incompetent, and immaterial. Galaxies of countermeasures dance before the eyes. For one thing, you can draft and submit to him some questions whose answers have interested you and that in your judgment are altogether relevant, competent, and material. Take the precaution of sending these questions in a plain and unmarked envelope through the campus mail, just in case this professor is something of a poor sport. Even if this gesture does nothing to lighten your burden, you will be doing a favor for next year's class.

Somehow you must convey to your professors your low regard for the periodic examination as the chief measure of your academic prowess. But exercise great care in this endeavor, because the examination lies at the very heart of the education system as we know it.

One incautious step can trigger violent reaction, considering that the destruction of the grading structure —even its partial displacement—would topple men in high places, not the least of whom are powerful registrars and graduate school admission officers.

One card you can play with comparative safety if your grade average happens to be low average to poor is to ask your professor to write letters of recommendation for you to a graduate school or two and for the university's placement office file. This maneuver will surely set the sensitive professor (and who among them isn't?) to a thoroughgoing exploration of his soul and an agonizing appraisal of his grading practices. At least he will be obliged to think about your other good qualities as he composes his paragraphs and checks the "excellent," "good," "average," "poor," or "not known" boxes on the application forms.

If he can truly read between the lines, so to speak, sooner or later it will occur to your professor that you and others who are involved in the plot are cavalierly oblivious to the importance of tests and test scores. At this point, you run the risk of being classified as a lunatic or as one who manifests alarming suicidal tendencies, but, if luck is on your side, you will have caused a disconsolate and bewildered professor to consider other means of judging your academic growth.

Another technique with exciting possibilities is that of carelessly neglecting to retrieve your graded examination. No matter how strong your compulsion, steadfastly refrain from inquiring whether or not the professor grades on the curve, or how many tests he will be giving during the quarter, or how much weight he gives to the final examination. Unremittingly applied over a period of weeks, these schemes will stagger and ultimately unhinge professorial sensibilities.

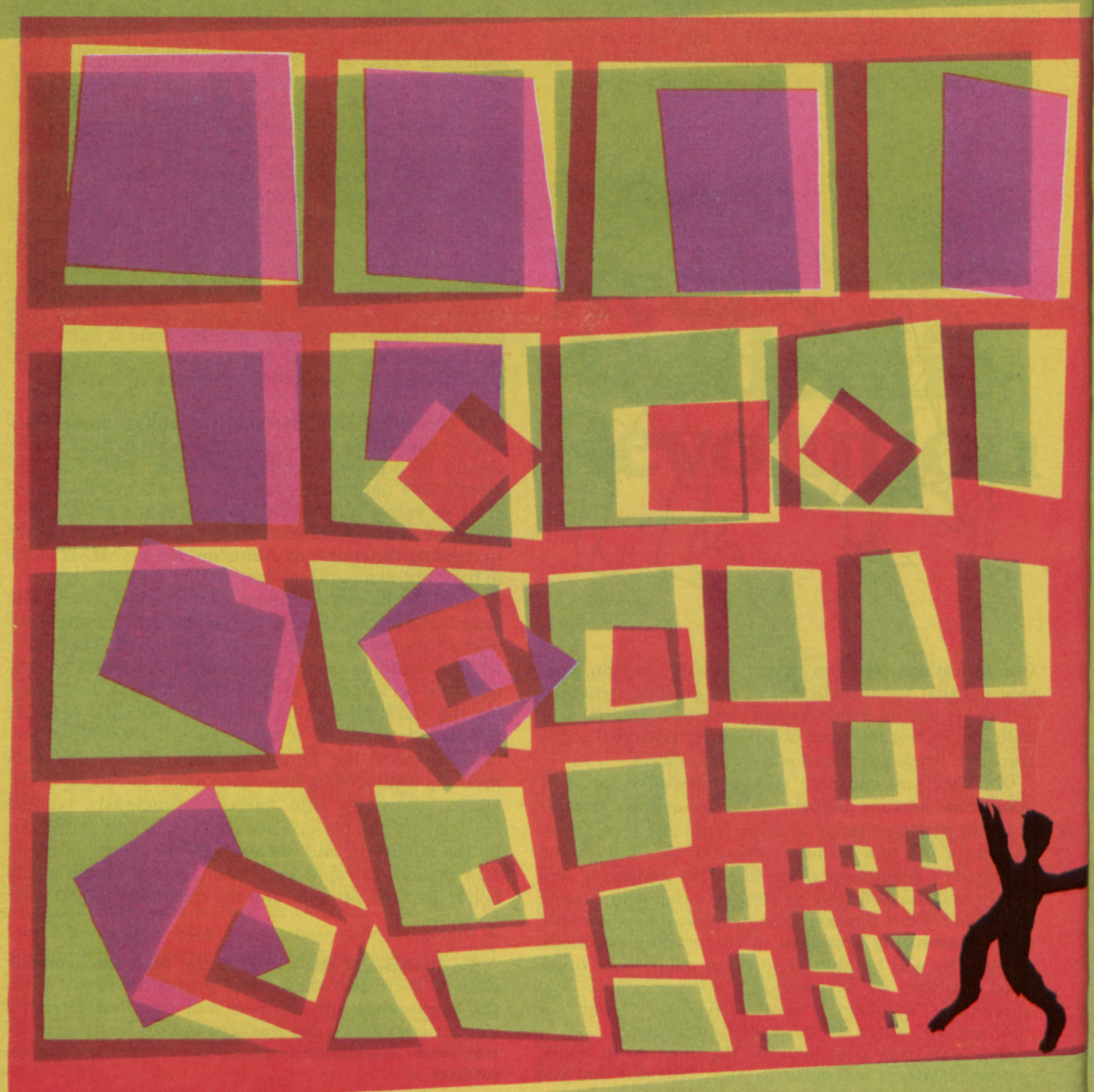
If all else fails and the most drastic measures are indicated, bring a book to class on examination day, preferably one the professor has been dying to read but has had to put off while designing his multiple-choice epic, and read it with animated relish during the first half of the period. For this demonstration, the class should designate one or more students who (a) write quickly enough to complete the exam in half the allotted time, (b) have full sets of crib notes, (c) will fail the course in any event, or (d) are currently dating the daughter of a member of the board of trustees.

These gestures of contempt for the examination syndrome are but a few of many good ones that any red-blooded student can devise once his mind is harnessed up. I leave the challenge to you in order to describe a final strategy for the reform of higher education.

In occupying administration buildings, student activists have been barking up the wrong trees. They should be occupying college libraries. The establishment's soft underbelly, for which student revolutionaries so vainly have been probing, is the library, not the office of the president. What can that poor fool do to regulate the course of events on campus? He is lucky to have his own parking place.

Consider the matter a moment, if you will. Librarians have accustomed themselves to the quiet and emptiness of the buildings in which they work. They have left the madding crowd to care for their books in solitude and occasionally to clear their throats. Just imagine the stark terror that would be unloosed (and all the attendant chaos) if hordes of well-disciplined students invaded the library in wave after wave from morning until closing hour each night, browsing in the stacks, crowding into carrels, voraciously reading newspapers and periodicals, checking books in and out by the hundreds, and burning out the lights in microfilm readers in rapid succession. Shock waves would boom over the campus, and the university would soon be yours.

So, students of the world, unite! Beat the academicians at their own game. Help professors break down the barriers that divide them and you. Reconstruct a vibrant community for learners and for learning at its very best—a community of mutual respect and collaboration. □



THE SEARCHING MIND

Drug abuse and social alienation

ANDREW I. MALCOLM, M.D., *staff psychiatrist, Addiction Research Foundation of Ontario, Toronto, Canada.*

□ **My observations of the people who have affiliated** themselves with the extended bohemias that now exist in every American city lead me to believe that these people are not merely rational protestors against the evils of the inclusive society. They are converts to an alienated life-style in which the use of psychoactive drugs has become a crucial element.

I have used the term *converts* advisedly, because members of the drug-using counter-society frequently undergo a process similar to that involved in religious conversion. In indoctrination into the modern drug-using subculture—as in evangelism, brainwashing, and primitive dance rituals—an altered state of consciousness (ASC), which may result in profound and persisting personality changes, is a common occurrence.

For centuries, priests and princes alike have been aware of the value of the ASC in the achievement of conversion. In the ASC an individual deviates from his usual norms of alert waking consciousness. Because of neurophysiological disturbance, normally inhibited background activity in the brain emerges into awareness. As a result, external sensory information receives less weight in relation to internal elaborations. A person in such a condition is highly susceptible to being converted to a belief in the absolute rightness of new ways of thinking, feeling, and acting.

If a system desires uncritical support, it must win converts by educating recruits to regard themselves as sinners or deviates and then to see adoption of the system as the key to salvation. This education must be nonlogical and highly charged with emotion.

A variety of means can produce deviations from the usual norms of alert waking consciousness. The remarkable fact is that no matter how dissimilar these means appear to be, the results are very similar. The convert-to-be, his mind torn by anxiety, reaches a point at which rational thought is suspended. He becomes extraordinarily suggestible. In this altered state of consciousness, he accepts his mentor's teaching that if he is to be saved, he must review and confess the errors or defects of his past and must disaffili-

Dr. Malcolm presented this topic at the 1970 conference of the American Orthopsychiatric Association and discusses it in detail in his book, *The Pursuit of Intoxication*, available this month from Addiction Research Foundation, Toronto, Canada.

ate himself from the evil and unenlightened ways of thinking that once characterized him and that still characterize his former associates and relatives. He accepts a new view of reality and becomes a passionate convert to the beliefs of his instructor.

Since this original conversion may be short-lived, reinforcement is strongly indicated. Accordingly, at repeated sessions the individual is brought again and again to the point (the ASC) at which he gives himself to the power of the authority. In the course of time, his belief in the view of reality as represented by his mentor will be deeply ingrained and exceedingly resistant to eradication.

The ASC that sets the stage for conversion may be induced by a number of means. Of the greatest importance in a consideration of today's drug-based counter-society is the fact that a variety of pharmacological agents, and particularly such illusionogens as marijuana and LSD, can produce ASC's directly.

Today every institution of our society is being very urgently attacked. One of the consequences of this has been the emergence of a sense of normlessness and meaninglessness in larger numbers of people than ever before. These people have been convinced that the society is iniquitous, and they have tended to disaffiliate themselves from its institutions. Such marginally alienated people have been especially attracted to the values of the alternate society.

The disillusioned person joins a group of people sophisticated in the ways of the admired life-style. Like the religious or political postulant, the novice to the drug community wants to belong; he wants to expand his senses; he wants to become an enlightened member of the new society. He takes part in a discussion centered around the evils of the inclusive society. Rhythmical drumming, amplified sound, and flickering lights may bombard his senses.

Next comes the introduction of the "sacrament"—marijuana or LSD. Because these drugs are proscribed and possession or use of them is subject to severe penalties, this step provides an important element of fear and serves to heighten the emotional content of the ritual. The sense of separation from the larger society is reinforced by the knowledge that the beloved drug is condemned by what they regard as the mindless and threatening society. The group is reminded of its own martyrs, people like themselves who have been persecuted by the hated authorities.

The illusionogenic drug is then ingested, and in the course of time the normal operations of the mind are suspended.

Although this new society has no true leaders, certain members are especially admired because of their perfect withdrawal from the larger society. One such member may present himself to the novice as a guide, or guru, whose solutions to the problems of living the novice may emulate.

Many of the characteristics of the drug-induced ASC closely resemble those that result from either a primitive or a sophisticated brainwashing process:

- Attention shifts from external reality to internal images and ideas. In effect, the subject begins to engage in nonlogical or primary process thinking. Incongruities coexist, and the distinction between cause and effect is blurred. External reality becomes progressively more peripheral, and rational thought is suspended.
- With the value of the external world degraded, the subject experiences helpless isolation. He may be overcome with anxiety and feelings of impotence, and he may resist the force that seems to be pulling him toward chaos. On the other hand, he may willingly subject himself to the greater power of the master or guru. In giving up control of himself, he may feel himself to be an extension of whatever power he subscribes to and may even gain a tremendous feeling of omnipotence.
- Time may seem to be infinitely extended or collapsed. It may appear to stand still or even to run backward.
- Body image may change. Every variation may occur, from the conviction that a part of the body is shrunken or distended to the conviction that the limits of the body have rushed outward to enclose the universe. In any case, derealization and depersonalization occur, and these may be fascinating or terrifying or both.
- Massive upsurges of primitive emotion occur. Such emotions as awe, terror, horror, and loathing are common. Emotion will range from ecstasy to abject depression to rage.
- In the ASC, regardless of its form or cause, distortions of sensory perception commonly occur. Thus there are illusions and, frequently, hallucinations. One sensory modality may be translated into another: Music may be smelled rather than heard, for example.
- One of the primary social goals in the production of the ASC is purification and rejuvenation. The individual emerges from the ASC with renewed hope. In effect, he has died and now is reborn. This characteristic of the ASC is crucially important to the theory of conversion.
- As thought retreats from the external world and comes to depend on memories and interior images and ideas, a vastly increased significance is attached to such subjective experiences. Thus a nonlogical conviction of the value of inner illumination and insight develops and this, of course, is not corrected by any objective comparison with reality. External cues, to the extent that they are observed at all, may be given false significance. Perhaps the most important aspect of this process is the tendency of the subject to be absolutely convinced that his interpretations are correct. In cases of religious conversion and drug-assisted mysticism, this conviction of utter certitude is vitally important.
- Frequently, a subject returning to the world after an ASC insists that the experience cannot be described and that only another person who has had an ASC can possibly know what it is like. The sense of belonging engendered by this characteristic has much to do with what has been called the cultogenic nature of certain drugs. A bond exists between initiates, and no explanation is necessary. Those who are not initiates can have no comprehension of the matter.

• As the subject undergoes the profound personality changes resulting from the ASC, he loses much of his critical ability. He can no longer test his ideas against reality, nor can he distinguish between subjective and objective reality. Some awareness of his incapacity to make judgments persists, however, and hence he senses a need for support. In this condition, he will willingly place his trust in some authority—perhaps an actual person; perhaps a philosophical, religious, or political idea; perhaps the silent inner voice.

The identity of the authority is not as important as it may seem. The subject fabricates the nature of the authority and this puissant influence is little more than an idealized construct designed from the fantasies in the subject's mind. The authority is assigned all of its power by the subject himself. It may have no power of its own, or, at any rate, its assigned omnipotence will far exceed the limits of its actual authority.

The most important point here is that the subject will tend to act as an agent of some external authority, with no sense of personal responsibility to inhibit his behavior. In his role of agent, he will uncritically carry out the orders of the supreme authority. These instructions may guide the subject to utter passivity, but they may also drive him to the commission of extremely disruptive acts.

The initiate's membership in the cult is assured if he has the motivation to belong, a receptive milieu, a persuasive person to guide him, and a sufficiently potent drug. Very commonly, no conflicts remain; if some do, however, repetition of the experience in the following weeks reinforces the conversion.

The convert may subscribe to the psychedelic creed. In that case, he believes that the discriminating use of marijuana and LSD will allow him to expand his mind to an extent that would not be possible otherwise. He adopts the hippie attitude that acknowledges no conventional leaders. He is convinced that every individual must be free to decide for himself what is best for him. Discipline is intolerable. He does not feel that gratification of any desire or appetite should be postponed.

As an initiate in the counter-society, the subject believes that no one can or should change anyone else, that everyone must be free to determine for himself the quality and course of his own life. He believes that the larger society is irredeemably evil and that no compromise can be made with it. Finally, to the extent to which his creed can allow him to consider an activist position, he believes that everyone should endorse his philosophy and adopt his life-style, and so make possible universal peace and love.

The counter-society contains a great variety of people. The immature, the mentally disturbed, the socially disadvantaged, and the sociopathic all may be attracted to it for diverse reasons. The effects of belonging to the alienated subculture and of drug use may be quite different for each of these groups.

• For an immature person who has already experienced difficulty in coping with the problems of living, conversion to a creed that promotes passivity and further withdrawal cannot possibly be seen as conducive to maturation.

• For people suffering from clinical psychiatric illnesses, a wide spectrum of effects may be predicted, and some of these will be very destructive from a social point of view. The uncontrolled use of drugs by the mentally disturbed is more likely to be antitherapeutic than therapeutic. The use of drugs will obscure the need for treatment and will, in all likelihood, cause retrogression. Furthermore, the subculture's belief that the very concept of illness is an expression of oppressive rationalism tends to keep these people from seeking the professional help they need.

• The socially disadvantaged may react to drug use by expressing preexisting hostility and aggressiveness rather than by adopting the passive behavior implicit in the hippie creed. The values of the surrounding subculture are reinforced by the ASC experience. The milieu, it must be noted, will not necessarily promote the passive-retreatist life-style in every case.

• With sociopaths, the acceptance of the hippie creed is largely expediential and transitory. However, their identification with a movement that is antisocial in a number of respects is agreeable to them, and it serves as a screen for their deep-seated symptoms of psychopathy. In this group, one would also expect to see the translation of former varieties of socially disruptive behavior into bizarre and distorted patterns. In the case of the conscienceless man, the psychoactive drugs do not promote ethical and humane behavior; indeed, they are far more likely to engender the exhibition of grotesquely unprincipled behavior.

A number of workers have concluded in recent years that the use of marijuana is in itself not hazardous, although they have observed that it is habituating in the case of certain vulnerable people and that its use tends to reinforce a preexisting tendency toward passive withdrawal from society. If, however, the marijuana-induced ASC does indeed serve to crystallize the user's perception of a socially maladaptive view of reality, then the significance of marijuana may have been underestimated in recent years. In particular, it should be noted that marijuana tends to create a receptive attitude toward the use of LSD.

The cataclysmic effect of LSD and of the other hallucinogens is overwhelming, and the possibility of conversion may be very great in the course of their use. That this may be so is suggested by the fervency of the habitués, the tenacity of their devotion to their movement and their drug, the utter certainty they have in the rightness of their beliefs, and their strong tendency to proselytize. It is as though they are subscribers to a new religion, the essential doctrines of which may teach either passivity, withdrawal from competition, the rejection of logic and rationalism, and the immediate gratification of personal urges, or the utter rightness of violence or of ritual execution. The sacrament of this religion is the illusionogen, the agent of their conviction. □

WHAT'S TROUBLING HIGH

Last spring, the editors of TODAY'S EDUCATION *invited seven secondary school students—six juniors and one senior—to come to our offices and discuss topics that trouble high school students today. The group—a cross section of American youth—included representatives from various sections of the country; different ethnic and racial groups; and urban, suburban, and rural areas.*

The seven are Jim Anderson, Falls Church, Virginia; Sue Arshack, Silver Spring, Maryland; Marsha Babcock, Omaha; Bob Dieterle, Nutley, New Jersey; Sandi Garcia, Nogales, Arizona; Tonya Kneece, Batesburg, South Carolina; and Eric Ward, Philadelphia.

□ **Eric Ward:** Basically, my school has the same problems that exist in all of our schools. There has to be a change in the traditional ways of education, and it has to come soon.

Students are being turned off. Young people today are not going to sit around and wait. They're going to make people pay attention even if it means tearing up books or setting buildings on fire.

Jim Anderson: Are you advocating violence to make the change?

Eric: No. I'm saying that this is what many of today's young cats have been doing in order to get what they want and that society must find some answers and listen to these cats, because things are not going to get any easier.

Bob Dieterle: You stress the need for change. That seems to be the trend today, that everything has to be changed, that everything has to be new. I don't quite understand why things have to be changed.

Eric: Well, probably if you came from a school like mine, you'd understand. If you went to school every morning and you walked into a dark building—I mean, totally dark—and you walked down a long hallway that looks like a subway, you'd understand. There's an atmosphere of unrest, dissent. Students are disgusted. They're frustrated.

When you're in a classroom with 50 other students, your teacher just cannot work with you individually.

Then, at lunchtime, you go down to a lunchroom which is not a lunchroom. It's just some dingy place where they serve you food.

Is this fair to today's young people? I don't feel that students should have to come into what I call a subway system every morning. They should be able to come into a decent building.

But a new building isn't the answer to all educational problems. Teachers should be the kind of people who want to teach kids and really try to motivate them. And I think that teachers like that would turn the kids on.

Tonya Kneece: As Eric was saying, teachers have to try to relate to their students—and not only in class. If a teacher cares about his students, cares about their personal problems, kids go into his classroom, knowing this and wanting to study under him.

But I think the bigger problem is the curriculum. We have teachers in my school who have been teaching the same thing for years and years.

Jim: High school prepares you for college. Right? Now, what type of courses do you want?

Eric: I agree with you. The courses today do prepare you for college, but we need courses to teach people how to get along with each other. This is something that's got to be done, because people are not get-

Why don't schools teach what's happening in Vietnam? We've got an integrated school, and, if our parents were

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ting along. Let's face it. The conditions in this country are coming to a point where pretty soon things are going to blow. So, teaching people how to work with each other is important.

Not every kid in school is going to college. What about the kid who cannot read and cannot make it to college? We cannot forget him.

I feel courses should be geared to relate to what *all* students need.

Sue Arshack: Saying that school is to prepare us for college is the biggest mistake we can possibly make. I think schools should also prepare us to live in the world rather than just prepare us for college.

Marsha Babcock: That's why I think the schools should offer more vocational courses than they do.

Jim: Do your schools have vocational courses?

Eric: Yeah. We have five vocational schools where students can go.

Marsha: In our city, they offer an electronics course. It's small; very few kids are in it. But I've gone down there and it's really neat.

Jim: Do you all know what an EFFE program is? EFFE means Experiment in Free Form Education. We're going to have one of these programs at my school. We'll drop all our old classes and set up experimental classes in anything we want.

Bob: We have something like that called May courses. Students suggest things that they would like to study. Like, say, you wanted a subject on the stock market. You'd suggest it. Then, the subjects that get the most votes are put into the curriculum. Classes meet once a week. Kids can come out of the study halls or free periods and go to these classes. There's no homework, and kids get a pass or fail grade.

Jim: Are EFFE and May courses what you have in mind?

Eric: No. I think maybe you're missing what we're saying. We're not saying that we want to just drop everything that's been traditionally taught in school. But what we're saying—take history, for example. We're taught what was done in the Civil War, what was done in the time of Columbus.

This is fine. We have to have a background. But what we're saying is: Why don't schools teach people what's happening in Vietnam? I mean, like *why*?

Sue: That kind of discussion makes people think and who knows—

Eric: Amen.

Sue: —what might happen then.

Jim: Do you think schools are trying to be repressive? Stop you from thinking?

Sue: I don't know that they're trying to be repressive, but I think the whole system is set up in a way that leads to repression. Schools too often are not places for creative, expanded thinking, and one week of an EFFE program is tokenism—that's not what your whole year is about.

Sandi Garcia: I'm just noting the differences in our schools. Like my school is really bad. Have you ever seen army barracks? That's what we have for some of our classes. We don't have anything like some of the classes you've been talking about. We'll have four years of English and we'll have algebra, geometry, and that's it.

We don't have any protests or anything. But we're situated right on the border of Mexico, and we have a really big problem in drugs. Probably because of the big flow from Mexico. Parents don't even let their kids

Marsha

Sandi

Eric

shipped out of town, we'd get along just fine. It used to be that little kids wanted to grow up to be the President and

out anymore because of the drug scare.

Jim: Why do people take drugs? Is there a drug problem in your school, Eric?

Eric: Yes, there is. Now, why people take drugs, I can't say. Anyhow, there's a course in our school which deals with drugs. It's good because it lets you know all the dangers, lets you look at all sides of the problem.

Jim: We have a unit on drugs that's incorporated into our sociology course.

Eric: There is no sociology in our high school. We don't have these impressive courses.

Sue: In my school, we have all these impressive things like anthropology, sociology, advanced this, and advanced that, but I still wouldn't call it the best educational system possible. Like, it is better than a lot of places, but it still has all the kind of inhuman things built into it that most educational systems have.

Eric: I think one of the other things that is so bad is that the educational system is built around the teacher as the authority. He says, "You do as I say. I know what I'm talking about." This is wrong.

Young people realize they have to have a teacher, but they want the type of teacher who'll work with them. They want teachers who are not afraid to discuss controversial issues. A lot of teachers will not discuss race, will not discuss sex, will not discuss drugs, because they do not want to get themselves hung up in such discussions.

But, of course, the educational system not only puts the kids in a spot, it puts the teachers in a spot, too. The educational system makes teachers do things that they don't want to do.

I know *lots* of teachers who have ideas. They really look forward to working in the classroom, but the principal says "No" when they want to use a new technique. Yet, these are the same principals who will say, "We have to change."

Jim: We have an Afro-American course that began last year. A few kids say that it's a joke. They say the teacher's black, but he won't say anything because he's afraid he'll lose his job.

Do you want Afro-American history courses, Eric?

Eric: You know, it just really makes me laugh. I sit down for a conference like this, a black student with a group of white students, and the first thing somebody will say to me is, "What do you want, an Afro-American history course?"

Now, they have one in our school, and I sat in on a class to see the difference between this course and our other ones. Basically, it's no different.

An Afro-American course can be put into a regular history course. The way I see it, black students are saying that they don't hear about blacks in the traditional history courses. So all that has to be done is to include blacks in the regular course.

You know, in some schools in Philly now, the Italians want a course and the Spanish want a course.

Sue: I think there ought to be separate courses. Something like Afro-American history has been neglected for so many years that I don't see how kids can expect to make it up in a couple of scanty mentions through the year. And it's a really neat thing that Spanish kids and Italian kids want to investigate their history.

Eric: Where are you going to get all the teachers for these courses?

Sue: Well, we'd better find them. We ought to have courses that investigate the women's role in history, too, because that's certainly another neglected subject. The whole discovering of your roots and wanting to learn about them is a really great thing.

Eric: I agree with you. But, if you're in a system like ours, which has no money, where do you find the teachers to teach these different courses?

What's the point of having a course, like the black course in our school, if the kids are in the back of the room sound asleep? I mean, to me, this is a waste of money.

What you're saying is beautiful. I agree with you. But we've got to look at the realistic side. Philly is like flat in the middle of having no school system at all, and I feel giving everybody in the city a different history would be too expensive.

Sue: I think our educational system is so important that we have to find the resources to develop courses the kids need. But, I guess we really can't talk about the educational system separate from the entire society. We give billions for defense funds and comparatively nothing for education.

Eric: I agree. Yes. We spent money on a spaceship that didn't work, but we can't have books—

Jim: You people are talking about learning. What do you think the space program is? We're learning—

Eric: I agree. But why have a space program if you have kids who can't read?

Sue: The moon is always going to be there.

Eric: Well, again, education ties right in with the community. The ills in the community boil in the schools. It's only one pot boiling into another. You've heard about black people in their community. The kids come from poor homes. Like the group here, we're fortunate. When we go home in the evenings, there's food and there's mom and dad.

The black kids, when they go home, so many of them, there is no mom or dad. There are thousands of kids in our town who go to school with no breakfast. They may not have any dinner either. There is no father working. Maybe mom's with 10 kids by herself.

Bob: She shouldn't have 10 kids then.

Sandi: What can she do about it after she's had them?

Bob: She should decide before that.

Eric: Well, that's very easy to say, but mom made that mistake, and mom's got to say, "I've got to take care of these kids now, whether you all say I should have them or not."

You've got to look at it from that point of view.

If I could only take you to the different neighborhoods, the different schools, you would then begin to

now—Wow! The ills in the community boil in the schools. I'm tired of classrooms where almost everybody is aslee

see why many of these kids can't read.

Jim: You mentioned reading. The kids can't read. Do you have any remedial reading programs?

Eric: Yeah, there's a lot of reading programs, but not enough, because money won't permit. So how many kids can they really get to?

Sandi: Well, being on the border, we have reading problems in our school, too. Kids get into high school who still can't speak English. It's just a waste. For years, they've been sitting through classes, and they still don't know what's coming off.

So the administration finally put in a reading center in the high school. But it's kind of late, you know. They should start in elementary school.

Jim: Kids in your school have gone to English-speaking schools and they still can't read English?

Sandi: Sure, they can read, but they can't read at the level of other kids.

Bob: How do you know that's a failure of the system they're in? Maybe that's a failure with themselves.

Jim: We've had kids come in from South America who speak English in a month, perfectly.

Eric: Can I ask you a question, Jim? Listening to you, I get the impression that you go to a well-organized school. Who lives in your community?

Jim: Ramsey Clark, Thurgood Marshall.

Eric: That's why your school is good.

Jim: No, that isn't the reason.

Eric: What I meant is—most of the families in your community are probably well-to-do people who support the school.

Also, the economic level in your community makes you feel you can get somewhere. Basically, all your life, you've been able to say, "Well, I'm going to be something when I grow up. I want to do something."

Jim: First off, the economic level I live at now does not motivate me. Pride does that. Everybody wants to do something. Don't the people of Philly want to do something, be somebody? Don't they want to get out of—

Eric: Yeah. But you've been through a wonderful—I mean, you've enjoyed your youth, and now you're looking forward to your manhood. Right? I'm trying to show you, if I can, that if kids in Philly had your environment, they would have one of the best school systems in the nation. You *should* have the best school. If you *didn't*, then I would really say something was wrong.

Jim: We're the most apathetic school you've ever seen in your life! Affluence means nothing. We're very apathetic. We're just getting over this. We're not a great school. We're smart. We get good scores on our National Merits and our Boards. Why don't you people get good scores on your Boards?

Eric: Because we've never been taught.

Sandi: He's been telling you that for the past—

Jim: We've had some of the same problems you've had to—

Sue: Yeah, but with Thurgood Marshall and Ramsey Clark there, you're not going to have broken windows in the school, or bad teachers, or—

Jim: We have poor teachers.

Sue: But nothing like the city schools. Nothing like what happens in a community where they don't have all the bigwigs sitting around.

Bob: You're all talking about problems. We really don't have that many problems at my school.

Eric: If there aren't many problems at your school, have the students discussed the problems of other schools? Or what's happening on the college campuses?

Bob: Well, we really don't discuss too much about problems in other schools. I think if you're worried, you know, about your own system and try to make that better, then you won't develop any problems like the other schools. I think some kids worry more about other schools than they do about their own.

But in our school there are kids that are unhappy—kids unhappy about the war and things. But basically the unhappiness is not in the whole school.

Sue: Did some students at your school strike on November 14?

Bob: Oh, yes. They went to the marches in New York.

Jim: These marches are a joke. We had an ecology day, and it turned out to be a big rock festival. Drugs all around; paper all over the ground.

Eric: Do you feel that the moratorium was a joke?

Jim: Well, kids in my school are concerned about Vietnam. But some people don't really worry about it as much as they say they do.

Tonya: Protests aren't really a problem for small schools. Like, if I were to go out and protest about something after school, by the next day every person in that whole school would know what I did and they would look down on me. So, I mean it's really bad because you can't express yourself. You feel like you ought to be able to express yourself, but you're afraid of what other people might say.

And then there's the apathy. But that's everywhere. A lot of people don't care, or, if they do, they feel they can't do anything about a problem.

Bob: I think one of the main things wrong with the student protests and demonstrations is that the students think that once they've protested they automatically deserve to get what they're asking for.

Marsha: It seems like so many times students don't stop and evaluate what they're asking for. They don't stop to think if they're asking too much or if the changes they want will have to come about gradually. Some of the things they want, they want right now, and they don't care what they have to do to get them.

Sue: It's just that when something's bad, I don't believe that we can say you have to change slowly. If we have to change something, then it ought to be done right away.

The only way students can express concern when there are no other alternatives is by disruption of their daily way of life; and I don't mean disruption negatively. I mean stopping and saying, "All right, in

This thing about long hair making you an individual has been overdone. Grades are the biggest pressure in school.

order to protest over what's being done in Cambodia or over what's being done to the Panthers, I'm going to stay home from school today."

I think part of the reason for demonstrations is to build a movement large enough so that this major force cannot be ignored. In other words, if every demonstration gets larger and larger and its voice gets louder and louder, then no matter what Nixon says, it certainly can't be ignored.

Bob: Are you going to hold a strike over everything that you don't think is right?

Sue: Not everything.

Bob: You could have something for every day of the year.

Marsha: Just a crybaby, complaining about everything.

Sue: Well, I don't think it's a matter of being a crybaby when you find out that your President is saying things about stopping the war and then all of a sudden he's expanding it—

Bob: I don't think he is expanding it.

Sue: I think he gave excuses for going into Cambodia. Some people do feel he's done an unconstitutional thing and so what else is there to do except to go out and in a big public voice say, "No, you're wrong. Stop it."

Marsha: The war protestors are making all this noise, and yet, they don't have any constructive way to change the situation. That makes me really, really mad, when people think that they can tear down everything without anything to build it back up.

Jim: Radical change without a constructive solution is no answer.

Sue: If the appropriate services can't quickly provide transportation, I guess the most logical thing is just to take every commercial airliner and every commercial boat and bring all our boys home from Vietnam right away.

Bob: Yeah, and the last 20,000 are left to be slaughtered.

Sue: Oh, come on!

Jim: You come on. That's the most irrational statement we've heard today. You can't do that.

Marsha: To change the topic a bit, it seems to me that a lot of students permit themselves to do too many things. You have to have some ideals, and too many students don't.

Sue: It may be that what's right for them is wrong for you. Like there are some things that people I know do that I wouldn't pass judgment on because even if it isn't right for me, it may be right for them.

Sandi: But it's a hassle if you're with people who want to do something different than you.

Sue: Our school isn't as divided into cliques anymore. It used to be that we had the hoods and the greasers and the collegiates and the athletic people. But now that drugs have become a bigger thing, some barriers have broken down. Many people are held by a common bond. It's too bad it took drugs to do it.

Sandi: Well, drugs kind of separated our school. Our school has split into juicers and heads. It's kind of ridiculous. The juicers go across the border. It's a haven across the line. But the heads will never go across the line. Drugs have just split the school.

Bob: Our school is a little different. Styles in clothing used to split the school. We have the hoods and the collegiates, and they used to wear different styles of clothes. But now the collegiates wear many things that the hoods wear.

Marsha: Is there a dress code at anybody's school?

Jim: We used to have a real strict dress code—certain type pants and shirts with collars. But then the students really worked on it, and we got our dress code changed so we can wear shorts and things like that.

Sandi: We're in the process of changing ours. Girls can wear short dresses, but, like, guys can't wear sandals without socks and the girls can't wear cutoffs.

Marsha: In my school, we just got into a hassle, and now the boys can have the sideburns down to the tips of their earlobes and the girls can wear culottes. A lot of our help has come from parents and store managers who have explained to the administrators that culottes and stuff like that are just about all you can buy.

Sue: We don't have any dress code at all. You can wear whatever you want, and there hasn't been a problem. The educational process has gone along as smoothly as it did before. All the fears that people raised about what would happen if the dress code were changed were just unfounded.

Bob: I think that wearing slacks or sandals is OK, but when the kids start dressing sloppily—

Sue: If a person is more comfortable sloppily dressed, then why not, you know, dress casually or sloppily or whatever?

Bob: What I mean is—I've seen some kids wear the same shirt every day of the week.

Eric: Or they'll wear sandals and they won't clean their feet.

Marsha: Like in the cafeteria or something. You don't want dirty old slobs going into the cafeteria.

Jim: What about athletes? Do your coaches set the standards for the athletes?

Sandi: The coach will tell them to get a haircut, and if they don't, they're off the squad.

Bob: Do you agree with that philosophy?

Sandi: Well, if the hair gets in their eyes and all that, I can see this point.

Eric: Now, our athletes wear bushes. Mostly everybody in the school has a bush. If the bush affects what the athlete's doing, then I will go along with the coach. But if that boy runs—I mean, if he runs good—and his hair's not affecting his running, I can see no reason for anyone asking anyone to cut his hair. I mean, this crap about representing the school—

Jim: But an athlete *is* representing the school.

Sue: He represents it by his running, not by his hair. You have to also respect the individual's integrity.

These marches are a joke. **We need courses that investigate the women's role in history.** **Nobody likes authority.**

Bob: I think the thing about long hair making you an individual has been overdone. Now everybody's conforming to the idea of long hair.

Sandi: It's just a matter of taste, and I don't see any individualism or anything. I mean, if you're going to be individualistic, it's going to be by your actions, not by how you look.

Sue: Speaking of actions, who are some of the people that you all think are kind of neat?

Sandi: Well, it used to be that little kids wanted to grow up to be the President and now—Wow!

Bob: The present trend would be not to pattern yourself into somebody else, but to make your own pattern.

Marsha: John Wayne is my favorite. He's such a man. He's just so masculine and rough and tough.

Sue: But I mean outside of the movies. Like, the people I really admire a lot are Rennie Davis and John Froines from the Chicago conspiracy.

Bob: What's your reason for that?

Sue: I just think they're two of the most wise, dedicated people that I've ever met.

Bob: Dedicated to what?

Sue: Dedicated to a better United States.

Jim: I know Julius Hoffman didn't do a perfect job. But do you agree with the way Bobby Seale acted? The way Kunstler acted?

Bob: Or Rubin?

Jim: They were trying to make a mockery of justice and disrupt that trial.

Sue: I don't think they were up against justice. I felt it was a political trial.

If you've ever been in a courtroom, you'd see what an act it is. If someone's life wasn't at stake, the court proceedings would be kind of a joke.

Jim: It isn't an act. It isn't a joke. Having a jury of your peers is the best way we know to preserve justice. The accused has all the breaks in the system. The Supreme Court has been giving people breaks ever since Warren got on the Court.

Eric: The courts have been too easy on people. That's why things are getting out of hand.

Bob: Right. One individual demands rights and the rest of us must follow. Look at the woman who didn't want the Lord's Prayer said in school because she said that was violating her rights. She won.

Marsha: Well, not everyone has the same religion. But I think everybody who wants to say the Lord's Prayer should have the opportunity.

Sue: But not at school. If it's so important for a student to say the Lord's Prayer in the morning, he can say it when he gets up or on the school bus.

Marsha: But why can't he in school? Why can't he say the Pledge of Allegiance or why can't he say the Lord's Prayer in school if he can wear anything he wants to school?

Sue: Because dress is your own personal thing.

Marsha: Then why don't you dress up in old jeans before you come to school? Then, when you're ready for school, you put on a regular dress.

Sue: Because when you ask me to participate in saying the Lord's Prayer or the Pledge, I have to become a part of that. There's such a thing as social pressure.

I'm personally very much against making everyone say the Pledge. Not because I'm unpatriotic—I feel I'm strongly patriotic—but because I think it's dishonest to say words that don't really bear any resemblance to what the United States is like right now.

Bob: Well, maybe that's the way it strikes you, but I don't feel that way.

Sue: But, what do those words mean? You know, I mean the real thing is to live what the words mean.

Jim: I think about the words when I say them.

Eric: "I pledge allegiance to the flag. . . ." When I was small, saying that made me feel I belonged to something, and I thought about the meaning of the words.

But people now don't even know the national anthem. And now people have even got their own kinds of flags.

Bob: People aren't as proud as they used to be.

Eric: Yeah, but there's nothing to be proud of. As Sue said, a lot of people don't agree with saying the Pledge of Allegiance because the words don't really represent the truth about our country. That's not my personal feeling, but the feeling of others back home. A lot of people back home believe that if you live in slums and you can't get a decent job, it doesn't make sense to say, "liberty and justice for all." Because there is not liberty for all and there is not justice for all in this country.

Tonya: Getting back to what Sue said about pressure and pledging the flag. I think the main pressure for me in school would be the pressure of authority. Nobody likes authority. People say you're not patriotic if you rebel, but even the most patriotic person rebels in some way. My personal feeling is that I don't like authority.

Jim: I think the biggest pressure I feel is the pressure to excel. If you're not getting A's and B's in high school, you might not get into the right college. Grades are the biggest pressure in school.

Bob: I feel a little different from everyone else about pressure. I really don't feel any outside pressure. I exert any pressure I feel. Like with grades. If I do badly, I exert pressure on myself because I want to do well in school. That's true with everything I do. Everything I do I want to do well, or I don't do it at all.

Sue: I feel the same way, too. I know that I make a lot of the pressure that I feel. A lot of it concerns getting good grades. But what makes it especially difficult for me is that the pressure to get good grades kind of bumps into my desire to do other things. And that's a bad thing.

Well, here's a really good example of what I mean. I didn't take chemistry this year, because I knew I couldn't get a good grade. And that happens to a lot of other people too.

Are you going to hold a strike over everything that you don't think is right? Radical change without a constructive

Jim: What do you think of the grading system? Do you think that the grades should be a pass/fail?

Sandi: They're talking about, you know, trying pass/fail in our school. I think a pass/fail system will be better because kids will be more interested in learning rather than in just trying to get the answers so they'll get a good grade.

Eric: The present grading system is outdated because all it's doing is separating students. I do not like it.

In the present system, teachers can more or less give you an A if they like you. The student should earn his grade. I know many cases where students who do not deserve A's and B's will get them, maybe because they might have gone to the store and bought the teacher's lunch. I mean, this kind of nonsense has got to stop.

I have a girl in my class now who came from a school in California that has a pass/fail system. She said more kids came to class out there. She said the kids were learning and felt they were not being watched so much.

Bob: What are they going to do when they get older and they have to go out in the business world and really compete?

Sandi: There are lots of people who aren't going out in the business world.

Jim: What about teachers who grade on attitude? What can kids do about them? They're awful, pitiful.

Eric: Isn't there anyone in your school who the students can like go to and say that such a teacher is awful?

Jim: What we're trying to really push next year is a teacher-review board, where students evaluate teachers. I'd like to know your opinions on that. Do you think it will work?

Eric: I think the faculty is going to be against you, because that's what we ran into. We wanted the same thing at our school and the faculty felt students might complain about a teacher for the heck of it or because they might not like him.

I believe there should be some mechanism in the schools where students can have a say about teachers, because there are some teachers that just aren't teaching. But there's nothing the students can really do to change most things at school.

Jim: There are some things you can do. We've accomplished a lot. We've improved our lunches, because we yelled about how awful they were. They're pretty good now. We had a cleanup of the bathrooms. We got soap in the bathrooms and paper towels and mirrors.

It's fantastic how much you can do if you put your mind to it and go about it in the right way. You go to your principal. You just don't yell; you have some ideas for change. And if you can't go to the principal, you go to the school board. They're receptive to you.

Bob: I think that in our school we have a very good philosophy about making changes, and that is, Don't make everything negative.

I think many students yell to get their point across and are very negative. But we've changed our philosophy and point out good things.

Marsha: To get off on another topic, Eric, do you believe in integration? The bussing of students?

Eric: No, bussing is not the answer. Bussing is—

Marsha: Kind of like tokenism again?

Eric: Yeah. The schools in our city are not integrated. The white community has moved out of the city. They are moving to their sections, and some of them don't want blacks in their neighborhoods. They're talking about bussing, but the white parents get all upset about their kids going to school with blacks.

Tonya: We've got an integrated school, and, if our parents were shipped out of town, we'd get along just fine. The parents don't want their child sitting by a Negro in class; they don't want Negroes and whites to go to the same school dance. It's just the parents, not the kids. The reason the school board's cut out everything we do, like dances and the New York trip, is because of integration.

Marsha: In our town, the black-white situation is just terrible. We had a basketball game one time. This one boy, a black person, had a foul called on him. He decked one of our players. So there was a fight on the court, and people from both sides came down on the court. They were throwing chairs and boards, and the police had to be called.

You'd like to solve the problem and be able to live with each other, but it's things like this that make it so hard to, you know, to really want to do something about it.

Jim: We have one black militant in our school who complained because we have no black student officer. We had one the year before, but we don't have one this year. But that's because nobody ran.

Eric: Are blacks represented in your school?

Jim: Well, they feel they aren't.

Eric: But they are represented in the school?

Jim: They had a black officer last year.

Eric: Wait a minute. Last year. This is 1970.

Jim: Okay. But no blacks ran. They were apathetic. They won't try to work. I mean—

Marsha: That isn't true only with blacks.

Jim: Yeah, but I used the blacks as an example because they are the biggest group that's complaining, and—

Eric: Say it like it is. They're the most noisy group. I know.

Jim: Oh, come on. You're—

Eric: I'm not exaggerating. I'm telling the truth. We are noisy. I know how we are. I know how much hell we can raise.

But what I really am trying to get at—I just wanted to know if there was some way students who aren't elected to an office can get involved at your school.

Jim: Anybody who wants to work can work, but nobody wants to work except the student officers. In the past, student government has been a joke at our

solution is no answer. A great big problem in schools is with the teachers. Oh, baloney. I'm not learning anything

school. All it has been is something on somebody's record to get them into college. We're trying to change that.

Sandi: Ours is very simply a big joke. You know, Mr. Popular gets elected. About all our council has done this year is to decide on whether to landscape the land between the two school buildings. And the people that are on the council are usually the only ones that do anything. The rest just really don't care at all.

Tonya: I'm involved in student government in my school, and many of the kids are involved in the council's projects. I feel if nobody participates in what the council's doing, then we're not fulfilling our purpose as the leaders of the school.

Marsha: Yet, it's easier for a smaller school to incorporate all the students in a project than it is with a larger school.

Sandi: At our school, we try lots of things in an effort to get people involved in student government and class activities like dances. But even our dances are getting to be flops. People just don't show up.

Sue: We have this legislative assembly, and there are nine people from each class on it. But only nine people from each class volunteered to be on it. So we're not even elected officials.

As far as I'm concerned, you know, I concur with the thought that student government is a joke. The principal decides whether he wants to listen to the students or not. Students don't really have any power to implement specific plans and programs.

We'd like to have something we call a community board at our school, but it hasn't exactly been met with any great shouts of enthusiasm by the administration. It's based on the concept of the school as one entity, made up of administrators, faculty, and students. This board would make all the educational policy decisions for the school.

But the way the student government is set up now, well, I don't think it's a viable organization. In other words, just because you got kids to clean up the bathroom doesn't mean that they're going to wake up in the morning and say, "Oh boy, I'm going to school and I'm really going to enjoy it."

I think that one of the real failures of our educational system is that learning is not an exciting experience. That's not to say that I think every day you have to go to school ablaze with intellectual curiosity. But, on the other hand, you shouldn't have to dread it.

Sandi: Yeah, most kids wake up in the morning and go to school just to see their friends.

Eric: To add on to what Sue's saying, I'm also interested in seeing an educational system where kids want to learn. I'm tired of classrooms where almost everybody is asleep. I want to see a system where kids are learning. And the only way we're going to get that is by restructuring the system. It's going to be a job to do it, and it's going to take young people to help plan it.

Jim: To change the subject, does anybody know the percentage of kids who go to college from their school?

Sue: I don't know. Something like 85 percent.

Eric: Oh, I can tell you most go to college. But see, the fact is it's not hard to get into college. Staying in is harder.

Bob: Eric, I'd like to ask you a question about students going to college. It seems like there's a procedure to allow students that aren't qualified, in particular the minority-group students, into universities like Harvard and Yale. These colleges lower their standards to let these students in. Do you feel this is right?

Eric: Well, I'm going to tell you. I'm not going to any college where they've lowered any standards to accept me. I'm going to work to the same standards as everyone else—

Sue: Well, I don't think it's a matter of these colleges lowering their standards, exactly. It's more a matter of getting the notion that maybe a good college isn't one that has everyone who scored 800 on his Boards. It might also be that a good college is one that has all sorts of different people in it.

Eric: Most kids that go to college from my school aren't doing so because the colleges made any special arrangements for them to come in. They got in just like any other kid.

Jim: Then your people must be learning something if you're going to all these fine schools.

Sue: Oh, baloney. I'm not learning anything in school. I mean, I'm learning something, but getting into a good college isn't a measure of what you know or what kind of intelligence you have.

Bob: What is it, then?

Sue: It's just a measure of how you're able to adapt to a particular system. I mean, listen, I can get A's and B's and not do any work at all. So what's the big deal if I get into a college? That's not a measure of what—

Bob: But when you get into college, you're going to have your hands full.

Eric: Right, right, right. Every one of those black kids that go to Antioch and Harvard are going to have their hands full. Why? Because in high school their classes are overcrowded. Because the teacher doesn't come to school every day. Because substitutes take over the classes half the term while the regular teachers may be out for a number of different reasons. Good teachers are moved up to be principals; they are leaving the classroom.

Marsha: Yeah, a great big problem in schools is with the teachers. They'll sit down and they'll make out a schedule and they'll say, "Well, we're going to do this and we're going to do that today."

Teachers should give individual assignments. And I don't mean, "You do page 34 and you do page 31." They have to get to know the kids' abilities before they can even hope to, you know, to reach anybody.

Eric: Which they don't do. □

in school. I believe there should be some mechanism in the schools where students can have a say about teachers.

"Our sixth-graders wrote

Keeping up with timely subjects like pollution is a big problem to all teachers because up-to-date texts aren't available. But sixth-grade teacher Miss Jeanne M. Coyne, of Laramie School in Oak Forest, Illinois, didn't let the lack of materials keep her students from getting involved. In fact, it helped. Let her tell you how.

"We decided to make our own textbook."

"My sixth-graders are deeply interested in the pollution crisis because they see so much about it on TV and in newspapers and magazines. But that's the problem. That's the only place you can find anything about it. So we decided that if we're going to keep up with

the book on pollution."

the news, we'll have to create our own pollution textbook.

"Students produced the whole thing."

"This was something everybody got involved in right away because it turned into a fun project. Our only requirement was that everything had to relate to what they learned about pollution from non-classroom materials. Students created crossword puzzles, scrambled-word games, diagram puzzles, cartoons and an amazing variety of other things — most of them really clever.

"They all were pretty proud . . ."

"It gave all my authors a real sense of pride and satisfaction to see their textbook run off on our duplicator and passed around. Even other teachers in our school asked for copies to use as a basis for studying pollution in their own classes."

Subjects that grow and change every day are naturally the most exciting. That's why creative teachers like Miss Coyne can't ignore the challenge of bringing them to life in the classroom. If you'd like a sample of the "Pollution Textbook" that helped her do it, write to A. B. Dick Company, 5700 Touhy Avenue, Chicago, Illinois 60648. Dept. TE-9.

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EDWARD EDELSON, *senior staff writer,* Family Health, *New York.*

Rubella

□ **For a group of epidemiologists at the National Communicable Disease Center** in Atlanta, Georgia, the most important fact about the new school year is the number of empty chairs in the nation's classrooms.

Too many empty chairs could mean the children are home with German measles—or rubella, as physicians call it. And that could mean the start of a tragic nationwide rubella epidemic. For a child, rubella is just another mild illness. But for a pregnant woman, a case of rubella could mean the birth of a baby with one or more defects, such as deafness, heart malformations, cataracts, and retardation. The last major rubella epidemic, in 1964-65, caused the birth of approximately 20,000 malformed babies and another 30,000 stillbirths and miscarriages.

Since rubella epidemics occur at intervals of six to nine years, fear of a large outbreak in 1970-71 is heightened. For this reason, epidemiologists are keeping an unusually careful watch on the week-by-week reports of rubella incidence this fall. A new vaccine that could wipe out German measles is now available, but only about 25 percent of the nation's schoolchildren have received it. The men in Atlanta, whose job is to prevent another epidemic, are watching rubella statistics for the telltale upward turn that could signal the beginning of a large-scale outbreak.

The typical German measles epidemic begins in the early winter. The disease usually spreads from child to child in the classroom, and the epidemic peaks in the following spring. But if educators and mothers understand and cooperate, an epidemic can be prevented, public health officials say. Right now, the United States is in the midst of a drive to immunize 50 to 70 million children against German measles over a five-year period. About 12 million were vaccinated during the 1969-70 school year. Only if that pace is continued—or, even better, quickened—can we be sure of avoiding another epidemic, the experts say.

What can educators do to help? First they can act as informed citizens, making sure that their own children are immunized, and pushing for community-wide immunization programs. But they also have a special role to play because of their profession. Dr. Vincent F. Guinee, director of New York City's Bureau of Communicable Diseases, says that teachers can act as an early warning system for mothers in the community by alerting them if they find that a large proportion of children in their classes are not protected by vaccine.

He also recommends that susceptible young women teachers get rubella shots themselves. Because teachers are exposed to many children in the rubella-prone age group, they run an extra-high chance of contracting the disease themselves, he says. If a teacher is pregnant and contracts rubella, that could mean tragedy.

The recommendation singles out teachers from most other women, who are advised to get rubella shots on an individual rather than on a routine basis. Public health experts are concentrating on immunizing children. Their reasoning: Since a grown woman usually contracts German measles from a child, the best way to wipe out the disease is to stop the chain of infection by immunizing all children.

Recognizing that teachers and other women of childbearing age who have an unusually high exposure to rubella may be wise to be immunized, official recommendations emphasize the need to follow strict rules. The physician should first try to determine whether the woman has already had German measles, which would give her natural immunity. (An estimated 80 percent of all American women have this natural protection.) If the physician determines that the woman needs rubella vaccine, he should be certain that she is not pregnant and that she understands that it is imperative for her to avoid becoming pregnant for the next two months. This precaution is necessary because the vaccine uses a weakened form of the virus that causes rubella, and physicians fear the theoretical possibility that even the weakened virus could cause birth defects.

Thirty years ago, physicians would have been astonished at this kind of furor over German measles, which they then regarded as one of the most harmless childhood maladies.

But twenty-nine years ago—in 1941—an Australian eye doctor, Sir Norman Gregg, noticed that a large number of newborn babies were suffering from cataracts. Through some painstaking medical detective work, Dr. Gregg found that the mothers of all the children had contracted rubella during an epidemic the year before. He immediately warned other physicians about the link between German measles and birth defects.

Almost three decades later, scientists still are uncertain about the amount of damage done by German measles—except that they know it is high. Even in the mildest cases, the virus can cross the placenta into the womb and interfere with the normal growth of the fetus. For a long time, physicians thought that the first three months of pregnancy was the critical period for rubella damage. Although this is still true, in recent years, scientists have found that the unborn baby may be damaged up to at least the fifth month of pregnancy.

Side by side with the scientific work was the epidemiological study. A pattern emerged: high peaks of rubella surrounded by years of low incidence. Apparently, an epidemic immunizes enough people to hold back spread of the disease in the years that follow. As the level of natural immunity to the disease declines, the stage is set for another epidemic.

Over the past four decades, major epidemics have occurred in 1935, 1943, and 1964, with smaller outbreaks in 1952 and 1958. Viewing that irregular pattern, epidemiologists calculate that the next outbreak could come at any time. It could even be beginning now. Only the immunization program can prevent an epidemic.

The impetus leading to that program came after the last epidemic, when scientists began working to develop a rubella vaccine. They faced an unusual challenge: The vaccine had to be strong enough to provide protection yet weak enough so that it could not spread from the immunized person to other people.

In the United States, two research teams began working to develop the vaccine—a group at the National Institutes of Health and scientists at a private facility, the Merck Sharp and Dohme Research Laboratories. Overseas, another effort began at the Belgian firm of Recherche et Industrie Thérapeutiques (RIT).

All three research teams reached the goal at about the same time. Early in 1965, Drs. Harry M. Meyer, Jr., and Paul D. Parkman at NIH found a strain of German measles virus that protected monkeys without spreading to other animals. At Merck Sharp and Dohme, Drs. Maurice R. Hilleman and Eugene B. Buynak found a different but equally effective strain. A similar report came from RIT in Belgium.

By October of 1965, the first human tests of the Meyer-Parkman vaccine were carried out at a state school for girls in Arkansas. All of the immunized girls developed protection against the disease, but the virus did not spread to the unimmunized girls living in the same dormitory. While the Merck vaccine's original test was just as effective, the company decided that the best way to make a vaccine available quickly was to concentrate its efforts on the Meyer-Parkman virus strain.

By mid-1969, the federal government approved putting the rubella vaccine on the market. Three companies now produce the vaccine, and their total production is about two million doses a month.

One problem with this vaccination program is a shortage of federal funds. In previous drives against polio and ordinary measles, the federal government made massive contributions to meet the needs of all the state and local health departments that were carrying out mass immunization programs. Thus far, however, a tight federal budget has kept appropriations for rubella vaccines lower proportionally than in previous drives.

There are bright spots: New York City has immunized 26 percent of all children aged 1 to 10, concentrating on the most vulnerable 4-to-7 age group. Washington, D.C., has given vaccine to over 111,000 of its 188,000 vulnerable children. Such smaller communities as Charlottesville, Virginia, and Laconia, New Hampshire, have immunized all children of high-risk age.

But some states are lagging behind. California, for example, has immunized only a small fraction of its 4.5 million "priority" children. Federal officials hope that localities that have not immunized enough of the target population will catch up soon enough to eliminate the possibility of a nationwide epidemic.

Even if they can't immunize every child, public health officials hope to reach enough children to achieve what they call "herd immunity"; which means that even though some children get the disease, there are enough immunized pockets of protection to prevent rubella from spreading widely.

The schools play an important role in many immunization programs. Because the disease is most prevalent where children crowd together, officials believe it's more important to immunize key groups of schoolchildren than to reach larger numbers of preschoolers, who are less likely to be exposed to rubella.

Eventually, rubella vaccination will be a routine part of the baby's medical schedule just as polio and other vaccines are now. The aim is to immunize enough children quickly enough to make the next rubella outbreak an epidemic that never happens. □

OPINIONS DIFFER

HOME VISITS

GUNNAR HORN, *head of English Department and journalism teacher, Benson High School, Omaha.*

□ **Home visiting by classroom teachers is apparently** one of those practices more honored in the breach than in the observance.

Large numbers of schoolmen express approval of home visits, and many are eager to detail the benefits to be derived, but apparently only a relatively small number of teachers, almost all of them elementary teachers, actually make many home visits. In 1959, an *NEA Research Bulletin* reported that "less than 10 percent of the schools have an organized program to encourage home visits." Although this figure is 11 years old, there is little evidence to make one think the percentage has grown.

A number of new programs, however, make use of the home visit. For example, it is a common practice in Head Start programs for the teacher or another member of the teaching team to visit the home before the child is enrolled. The purpose is twofold: to see the child in his home environment and to let the child become acquainted with a member of the teaching team in the secure context of his home. A friendly visit in advance tends to make the child as well as the parents feel more comfortable on the child's first day at school.

Many of the compensatory programs in Title I schools also involve home visitation, although the visit is not necessarily made by the classroom teacher. A number of big-city school systems report that community aides, counselors, social workers, visiting teachers, and school nurses make home visits. Further questioning, however, reveals that in many schools the visits are restricted to the homes of children who are having problems at school. Furthermore, classroom teachers complain that such visitors often fail to share any insights gained from the visit.

The VIP program in the Omaha public schools involves considerable home visitation. Teachers in Omaha's 18 Title I schools may voluntarily join this unusual program and 309 of them did so during the 1969-70 year. Each teacher, elementary through high school, submits a plan for making an "extra" contribution to the educational program of his school. Many choose after-school home visits as their project. Each teacher in the program receives extra pay up to an annual total of $500 for his part in the project.

Minneapolis has an Outreach Program in its inner-city junior high schools, which involves freeing classroom teachers for home visitation by providing substitutes or central office personnel to fill in for the teacher. An administrator reported reactions from teachers as "mixed." He thinks most teachers approve of the program, though some are "violently opposed" to it.

Home visitation is required by some Title I schools. The visits, however, may be made by community aides rather than by teachers. The aides are often women who live in the neighborhood, and whom some administrators prefer on the theory that they can relate better to parents than can most of the classroom teachers. A principal in one poverty area school remarked that if she had to give up any member of her staff, the home visitor would be the last to go.

In some school districts, the school nurse visits the homes of pupils who are frequently ill, who should have glasses or hearing aids, or who otherwise are in need of medical attention. It is also a common practice for nurses to visit homes when the mother reports the child ill but the teacher suspects truancy.

One school system reported that its 43 nurses made over 4,000 visits during the 1969-70 school year. The supervisor of nurses there believes that poverty area mothers feel more comfortable with a nurse than with a teacher. She reports that when a nurse is in an area to call on a specific parent, word spreads rapidly, and other parents in the neighborhood will often be waiting outside to speak to the nurse after she has made her scheduled visit.

Like other home visitors, nurses have their problems. A supervisor reported that one parent had ordered a nurse away at gun point and another had chased a nurse with a knife. This supervisor cautions her nurses not to visit homes in certain areas on payday, as the man in the house may be drunk and sometimes the woman, too.

The truant officer is still around, though nowadays he is seldom called that. A common title is visiting teacher. Since a truant officer's visits presuppose some sort of trouble, these can hardly be classified with the "social" visit of the classroom teacher. Home visits by elementary principals are likely to be similar to those of the visiting teacher, that is, they have been triggered by a problem of some kind.

A spot check around the country reveals that school systems requiring home visits are rare. Administrators generally refer to home visits by teachers as "voluntary." Some say they encourage such visits, especially in inner-city or ghetto areas; however, in some cities with particularly turbulent minorities, administrators discourage or forbid home visits, especially by women teachers. Large city systems more often than not leave the decision to the individual schools. Administrators who were willing to commit themselves described home visitation by teachers in their districts as "spotty."

Generally, schoolmen agree that there is a greater need than ever for home visits, especially in underprivileged areas, where children often get little educational support at home and are therefore more dependent on teacher backing than are those from a more affluent neighborhood. The family background of the children in underprivileged areas is likely to seem alien to the teacher, even when the teacher himself is a member of a minority group.

Some administrators mentioned phone calls and notes to parents as types of home visits, pointing out that these have the advantage of being less time-consuming. Teachers who make home visits are quick to point out, however, that phone calls and notes have a disadvantage: The teacher doesn't see the home environment. A look at the home often tells more about a child than any amount of talk with the child's parents. Even if a parent does not let a teacher into the home, that fact may of itself be very revealing of a child's out-of-school environment.

A useful little booklet, *Working with Parents,* **published** in 1968 by the National School Public Relations Association (an NEA associated organization) in cooperation with the Association of Classroom Teachers (an NEA department), points out that "changes in

many communities resulting from urbanization, rural consolidation, expressways, and buses have made the home visit increasingly difficult to achieve."

Many older teachers say they used to visit homes more when their classes were smaller. Now because of larger classes and in some cases because some pupils are being bussed in from other neighborhoods, visiting all the children's homes has become an unmanageable chore. The increased number of working mothers also militates against teachers' making afternoon home visits.

Several administrators stated that union concern about overlapping jurisdiction has been a reason for limiting home visits to social workers employed primarily for that purpose by the schools. In a few districts, school boards have proposed mandatory home visits by classroom teachers as a counterproposal to teacher demands during the negotiation process with teacher organizations. However, so far as I have been able to learn, no teacher groups as yet have accepted mandatory home visits in a contract. One superintendent reported that in his city a stalemate on the issue was finally resolved by making home visitation by teachers strictly voluntary.

One West Coast administrator claimed it was "dangerous" to let "untrained" personnel make home visits, saying that "a classroom teacher not acquainted with the dynamics of home life may make inappropriate suggestions to parents." He indicated that the proper procedure if a teacher thinks a child has home problems would be for the teacher to refer the case to the school system's social workers, one of whom would then make a home visit and report his findings to the teacher. A number of large school systems pursue substantially the same procedure.

In spite of all the drawbacks to home visiting, many elementary classroom teachers still engage in the practice and almost invariably attest that the visit is a highly worthwhile activity. Teachers over age 30 are generally the ones who make home visits. Many have been doing it for years and think it is worth doing even in the face of increasing problems. Experienced teachers in various parts of the country who themselves make visits comment that they can't understand why so many young teachers shy away from the task.

Volumes could be filled with the heart-warming experiences of home visitors. One first grade teacher relates the following:

Maria cried every day when her mother left her at school. She was the youngest in the family and very dependent on her mother. Since her mother came for her after school, too, Maria had little chance to become acquainted with other children. I knew I had to win the confidence of Maria and her mother before I could start to lessen their dependence on each other.

At Halloween time Maria's mother asked if she might make treats for the class. I thanked her and offered to help. I went to her house the following evening, and, as we worked together, the mother asked if Maria cried at school. This was the opportunity I had been waiting for. We discussed ways for Maria to become more independent, starting with having her walk to and from school with other children in the neighborhood. By Christmas the stratagem had worked, and the mother remarked, "I'm so glad you came over, and we had a chance to talk. You have helped Maria and me, too."

Visiting experiences can be amusing. A kindergarten teacher in an inner-city school consistently visits homes and finds her experiences endlessly fascinating. One evening she walked in on a lively poker party and thought she had come on the wrong date for the visit, but the mother assured her she was expected and took time out from the game to discuss her child. In another home the teacher was urged to stay for dinner and found herself the recipient of a two-hour attempt to convert her to the mother's religious beliefs. Another time a father telephoned to ask for a forenoon conference at the school. The teacher explained she wouldn't be able to see him then but that she would be glad to come to the home in the evening. "Well," he said, "you can call my wife, but I don't think we want a teacher in our house."

Teachers who do make home visits on a regular basis have developed techniques to facilitate the process. Many telephone the home and say they'd like to drop in for a little get-acquainted visit some afternoon. Generally the mother suggests a day. If the mother stalls, the teacher may ask the mother to contact her at a later time if she should find a free afternoon.

One teacher in a neighborhood where the socioeconomic status is dropping tells her class she would like to meet their mothers. She posts a schedule of her free afternoons and encourages the children to ask their mothers when a visit would be most convenient. All but one or two children usually request a visit.

Another gambit some teachers use is to remark to a child who tells about a new baby sister or about a pet or a new toy, "I'd like to come to see it some afternoon if your mother would approve." One visit leads to another as almost every child will think of something he would like to have his teacher see.

Most teachers who visit their pupils' homes speak enthusiastically about how much better they understand the children afterwards. Many mention that once they have been in a home it is much easier to call a parent if some problem arises. They find it is also easier to know which mothers to call to serve as room mothers or to help in other capacities.

Many teachers also feel that their visits serve a valuable public relations purpose for the school. One teacher who is an officer of her local professional organization believes that teachers associations should step in where the school administration has failed to encourage classroom teachers to make home visits. She makes a strong case for the view that much of the uninformed criticism of schools that shows up in letters to editors, on radio talk shows, and at board of education meetings could have been avoided if some teacher had visited in the home, thus showing that the schools "care" about individual children. □

◆ TODAY'S EDUCATION *invites reports about and evaluations of home-visitation practices from its readers.*

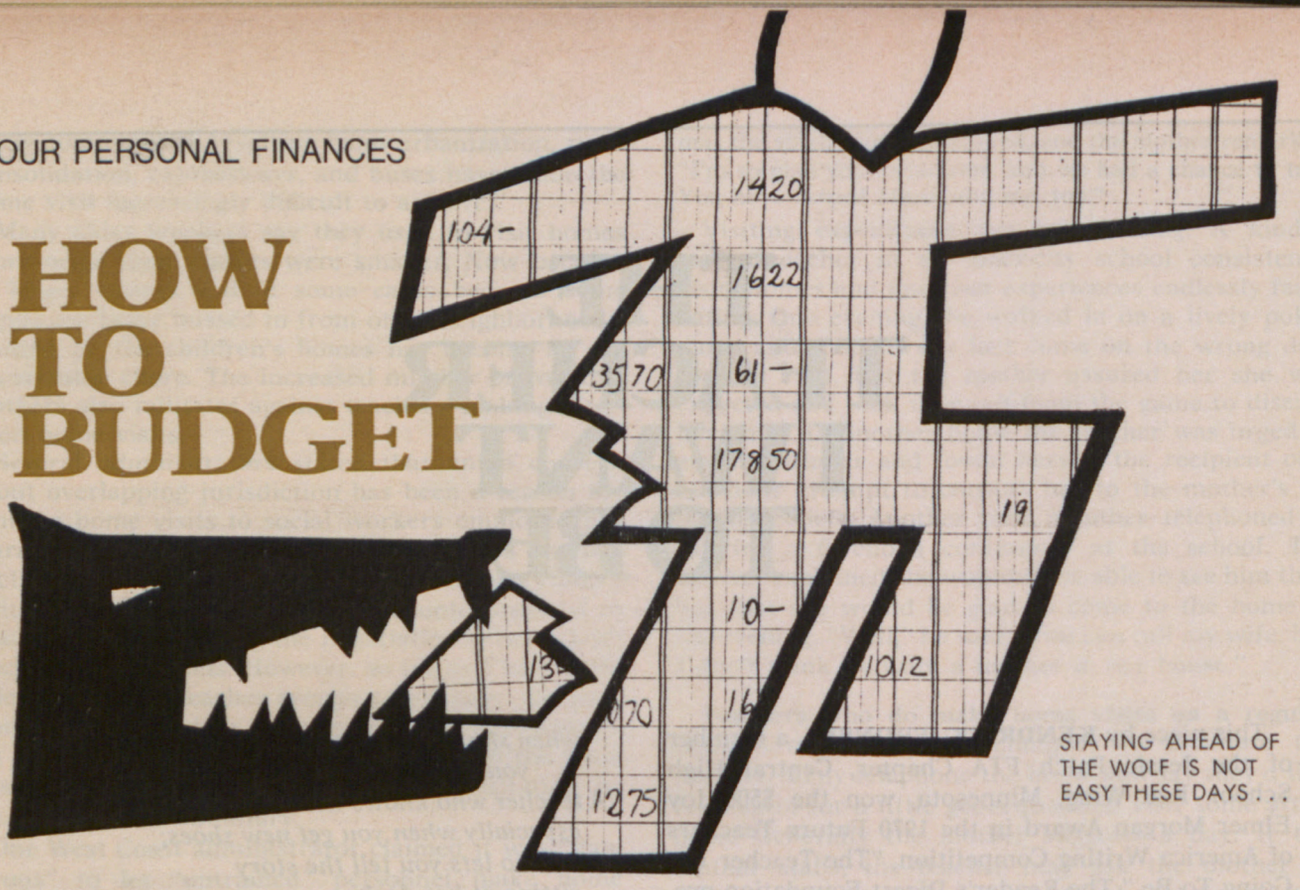
THE TEACHER I WANT TO BE

This piece by **KENDRICK WRONSKI**, a member of the Jessie Patch FTA Chapter, Central High School, Red Wing, Minnesota, won the $500 Joy Elmer Morgan Award in the 1970 Future Teachers of America Writing Competition, "The Teacher I'm Going To Be." The Reader's Digest Foundation provided the funds for the competition awards. For information about the 1971 competition, write John Van Schoonhoven, Future Teachers of America, 1201 16th St., N.W., Washington, D.C. 20036.

I want to be a teacher;
One that reminds you of your big sister,
or your mother,
or even your grandma;
A teacher that's not afraid to laugh
with you,
And never thinks of laughing
at you;
One that comes to school early every day
just for the fun of it,
And stays until you "get it"
just because she wants to help you.
To be a teacher that doesn't make you
do anything,
But you do everything
just because you feel like it—that's what I want.
A teacher who's always happy,
especially when you are,
And one who knows that everybody has bad days,
no matter how big they are;
A teacher who knows that if you hate science,
a nice scientific walk in the sun will help
almost anyone,
and if you're the "almost"
she doesn't just forget about you.
One who says, "I would like to talk to your
parents,"
when you're not even being bad,
A teacher who doesn't forget your birthday—
even if it's on a Saturday.
One who stops to talk,
when she sees you at the supermarket with
your mother;
A teacher who knows what's going on,
especially when you get new shoes;
One who lets you tell the story
sitting at her desk;
A teacher who gives you part of her lunch
when you forget yours,
And one who talks to "those people"
just like she talks to you;
One who welcomes questions,
even if she can't answer them;
A teacher who remembers that your name is Bill
when it's only the second day of school;
One who brings candy on Halloween;
One who tells you that this test is the worst you've
ever done
but wonders if you were feeling well at the time;
One who draws pictures on the blackboard
and they look just like yours;
One who gives you a wild cherry cough drop
because she thinks you are getting a bad cough;
A teacher who hopes you'll do better next time
and you really want to;
One who never reads the same story twice—
unless you ask her to;
One who's always around when you need her—
and even sometimes when you don't;
One who brings you a new jigsaw puzzle
when you're in the hospital having your tonsils
out;
A teacher who asks you if you have any important
plans after school
when she is disappointed with your behavior;
One who has you count the number of steps it
takes to walk home
instead of taking home your numbers book;
One who tells you she'll miss you during summer
vacation
and really means it;
One who knows how it is to be young
and wouldn't be any other way! □

YOUR PERSONAL FINANCES

HOW TO BUDGET



STAYING AHEAD OF THE WOLF IS NOT EASY THESE DAYS . . .

CHARLES V. NEAL, *financial counselor, San Juan Capistrano, California.*

□ **If budgeting didn't involve time, effort, and paper**work, most of us wouldn't object to it. But financial planning does involve these things. Then, too, the word *budget* has an old-fashioned, distasteful sound. As a matter of fact, the word comes from the French noun *bougette,* or "little bag." French merchants once used little bags to separate their various accounts—much like the familiar envelope method of recent years.

This article may offer no soothing reassurances, but at least it will avoid the little bags and the envelopes. Staying ahead of the wolf is not easy these days. A few successful persons may claim to manage without sacrifice or planning. More power to them! The rest of us will have to stay solvent the hard way.

Rather than gloss over some important preliminary aspects of money management, and even at the risk of oversimplification, let's take things step by step.

If you are setting up a planning and budgeting program for the first time, make sure your surroundings do not work against you. A small investment in equipment now can save you much money later on. Obtain a desk or decent writing space where you can work without distraction. See that the lighting is adequate. Provide storage space for such items as paid bills, tax records, and credit accounts still unpaid. Order contributes greatly to accurate work, and also to peace of mind. Just knowing where to find things can take much of the drudgery out of record keeping; it more than pays off at income tax time.

Now to the techniques. First you should establish how you have been spending your income. So determine how much money has been going for such things as food, clothing, shelter, and entertainment. If you make most of your payments by check, you can trace your cash flow by searching through your stubs or by looking at the canceled checks themselves. If you have been paying cash for almost everything, expenses may be hard to trace. At any rate, try to categorize your spending into rather broad areas, such as shelter, food, clothing, medical expenses, insurance of various kinds, transportation, personal care, and entertainment. You could add several other categories, but it is usually more practical to lump minor expenses under a relatively few major ones. With a little imagination, you can relate all expenses with one of the major budget categories.

The purpose of going over your checks or check stubs is to establish what your pattern of living has been. If you are reasonably happy with what you find, then simply tidy up your budget and plug a few leaks. More than likely, however, you'll discover it needs a major overhaul, particularly if you have been unable to save money and want to begin building up an emergency fund.

Be sure to total your debts and your assets each year. Only then will you know if you are making progress. Your monthly record keeping will mainly serve to keep things up to date. Your net worth is the difference between what you owe and what you own, assuming that your debts are smaller than your assets. The trick is to increase your net worth. A serious problem is that many expenses come due irregularly, not

Mr. Neal is the author of *Sense with Dollars.* Doubleday, 1968. His article on budgeting is the first in a series that TODAY'S EDUCATION is presenting on the teacher's financial problems.

weekly, monthly, or even semiannually.

Let's consider a few expenses that could easily take 20 percent of your after-tax salary, and yet not fall due with the same regular rhythm as rent and utilities: All of your major appliances and conveniences will wear out and need replacement. Major illnesses can disrupt your budget. Although property taxes and insurance premiums are predictable and regular, they must be paid in sizable sums and often present a problem. You could put aside money to meet these expenses in a separate savings or checking account, as many people do. At the very least, recognize that you must limit regular monthly spending to about 80 percent of your paycheck. Make a list of your own irregular expenses to determine your budget needs.

Once you have determined where the money has been going, build around that pattern, making adjustments as necessary. After that, the concern is mainly a matter of controlling your spending by keeping track of it on a fairly current basis. To do this, you will need some sort of spending record, perhaps a plain old columnar pad. This pad, or expense journal, is probably the key to successful income control. It helps answer such questions as How often should I record expenses? and Should I keep track of every penny? In general, once a month is often enough to post your spending. As to every penny, record only what is important, provided that what you do record adds up to almost all of your total monthly income.

Keep your records in ink, and by all means keep them current and easily accessible. If you go months without bringing your accounts up to date, your budget may be almost hopelessly out of balance.

If you have decided that $125 per month is all you can afford to spend on food, see that your monthly food bill stays within those limits—on an overall basis. If you run over one month, cut back the next. Take the figures directly from your check stubs or from your supermarket tapes each month, even though you may have four or five different figures to post for any one month. Some expenses, including food, are only relatively fixed and are rather easily adjusted. Other expenses tend to be more fixed. In the latter category would be rent, mortgage payments, and debt reduction in general. But if it's really necessary, you can adjust any outgo.

To get down to the basics, if your monthly after-tax income is $700, you would probably be wise to hold your regular monthly spending to about $560—or 80 percent of your monthly income. The other $140 would be available to cover unamortized and irregular expenses.

If you come up terribly short in any one month, it could be because you had to pay an insurance premium, or your property taxes. Those expenses would come out of the $140 per month just mentioned. (Some teachers are paid only 9 or 10 months out of the year, but this surely need not be a major budgetary problem. Think in terms of annual income. To be specific, a teacher who is paid $800 monthly for only 10 months of the year makes less than $670 per month on an annual basis and should budget accordingly.)

What if you follow my advice but despite your efforts things fail to go smoothly? One answer is: adjust. Even in these days of instant, easy credit, you can live beyond your means only so long. The longer you postpone the adjustment, the harder it will be to make. Perhaps you simply failed to include some important item in your plan. Crowd it in some way or face the unkind consequences. By all means, watch the pocket money, the personal allowances, and the so-called optional spending. Such allotments too often encourage a real lack of discipline.

Your chances of successful budgeting are really quite good. After all, millions of families do pay their bills on time, build estates, educate their children, and surround themselves with physical comforts. But what about those millions who don't make it? Many of us spend money foolishly and impulsively. Some of us are so despondent over the course of world affairs that long-range planning seems silly.

On the other hand, hiding behind excuses is too easy. We humans do have a rather poor record of stress reaction. So, let's allow for that and drive on. In my honest opinion, based on thousands of face-to-face interviews and consulting sessions, most financial failures have their roots in poor economic education—in economic illiteracy, and not in psychological hang-ups. For one thing, too many of us have been sold a bill of goods as to the values of installment credit.

Debt is debt, no matter what you call it. Living on a cash basis is difficult enough without adding 18 percent interest to many items in the budget. High-rate interest charges make little difference to those with substantial incomes, considering the tax angles. But such charges are hard on people with modest incomes. Unfortunately, credit is used most liberally by those who can least afford it. Credit can be helpful in an emergency, can be a nice status symbol occasionally, and can help one live better sooner. But consumer debt acts mainly as a drag on those who rely heavily on it.

You may be asking, "But how could I possibly pay cash for a new or nearly new automobile?" Well, if you can't pay cash, perhaps you really should consider a less expensive car. An old-fashioned notion? To be sure. But so is debt and so is bankruptcy. A few years ago I would have glossed over the home-mortgage debt as an exception. Now I am not so sure. Home ownership is rapidly becoming a luxury. Sky-high interest rates, rising property taxes, and inflated land prices make home ownership a questionable savings. Middle-income families are practically priced out of the home market.

No matter what our occupations, we all need to be realistic about our finances. We need to know where our money is going in order to be able to control it. That's the key to successful financial management. Your budget can be a lifesaver. When income doesn't meet outgo, regardless of the reasons, cut back, do without, make do. Is there really any other way? □

All year long you gave the United Teaching Profession the word.

HELP!

□ The requests came in all year. Help us protect our professional rights, you said. Help us maintain the quality of education where it is threatened; improve it, where needed. And your professional associations responded —local, NYSTA, and NEA. That's why they exist.

The 3,000 teachers who came under fire for teaching sex education courses this year were helped—by you through your associations. The 400 teachers who asked for help with valid grievance procedures were helped, too. Wherever teachers' rights are threatened, united teaching profession help is forthcoming.

There are other rights that concern all of us, especially since we do not share them equally. One of these is the right to devote all our energies to teaching. This means fighting for salaries that make moonlighting unnecessary.

You asked for help in making education better. This means such things as reasonable class size, a variety of up-to-date teaching materials, quarters that are large enough and bright enough, and the expert assistance of such specialists as librarians, guidance directors, psychologists.

With you, the united profession has been working to make all of these things possible, because your associations—like you—are action-oriented.

The united profession is also your channel of communication, and you often asked for help in telling your story—to your school board, your state legislature, your Congress, and the President. The NEA responded on the national level. For example: Word went to the President that the proposed austerity in federal funding was ill advised: Teachers and teaching would suffer. When the White House proved adamant, the word was channeled to both Houses of the Congress. The result? Many of the planned cuts were restored through efforts of the education community.

On the state level, NYSTA with the support of local associations has consistently achieved great gains in the Legislature, a major reason that New York State ranks as one of the educational leaders of the nation. This past year, NYSTA achievements in the Legislature were outstanding—a $388 million increase in state aid, a precedent-setting Career Retirement Plan for teachers, improved local assessment practices, a fair dismissal hearings bill for teachers subject to charges under the Tenure Law, amendments to the Taylor Law, and other bills advancing the profession and education.

United, our voices have brought the word through loud and clear on both the national and state level. The result? Increases in financial aid and other advances for education.

Word went to local boards: "Teachers' basic rights are not to be lightly tampered with. The local, NYSTA, and NEA are united in a vow that no teacher—anywhere—stands alone against injustice." The result? All across the state and country teachers have a greater voice in their profession through the right to negotiate those things that affect their teaching.

You have built a united profession devoted to helping you change education. You have the right to expect it to work for you. More than a million teachers think it does, because changing education is our business—our only business.

UNITED TEACHING PROFESSION

More than a million teachers told the United Profession where to go last year.

SO DID A FEW "SOREHEADS"!

□ You know what those million-plus teachers want, for you're one of them. You want to improve education, to devise better curriculums.

For your pupils, you want subject matter that relates more accurately to a society in ferment, the kind of society in which your students will live.

For new teachers, you want the kind of preparation that will better prepare them for the realities they will confront, better equip them to deal constructively with the learning process.

For your schools, you want modern classroom facilities to *speed* the learning process, rather than get in its way.

For your classrooms, you want the innovative approaches to education that have proven successful—the kind the United Profession—your local, NYSTA, and NEA—takes part in and reports.

For your professional life, you want the academic freedom to teach what *must* be taught if our schools are to have any real meaning.

And for yourselves, you want the right to live your life outside the classroom as you see fit, including the right to adopt contemporary lifestyles that are acceptable for any other responsible segments of the community.

You want more control over your own destiny, control comparable to that of other professions—and a professional income to match.

In short, you want to improve the total educational environment, doing whatever is needed to enable you to teach better and live better.

Our United Profession is acting in response to all these wants. That's the reason for its creation, for its continued existence, for its future.

So when you talk, your professional organizations listen. You want your Associations to be not a dubious haven for mutual comfort in despair but a means for making decisive progress toward a brighter future. That's what the United Profession is successfully trying to be.

As for those "soreheads": They're not really that. They're members who don't always agree with the actions the great majority of you ask your associations to take. In a democratic organization concerned first with American education, it is far more useful that those who disagree voice their vexations loudly rather than grumble privately and then cop out.

Those of us in the teaching profession are a potent force—*if we use our numbers effectively*. Unless we act to change education for the better, no one will, for there is no other group that combines the professional competence and the continuing active concern for education that more than a million of us share.

That's why there is a United Profession and why you want to join it every year—to make the impact of our united wills an irresistible force for education. Changing education is our business—the responsibility of all of us.

UNITED TEACHING PROFESSION

Secretly you always wanted to change education.

SO DOES YOUR LOCAL, NYSTA, AND NEA— THE UNITED TEACHING PROFESSION.

□ To teach is to change: to change children into responsive, well-informed young people, to change frayed doctrines into tenable truths. Good teachers want to change the way children are taught, in order to improve the way they learn. This is how they dream of changing society itself—into something more rewarding to the individual. This hope is what lured them into the teaching profession in the first place.

At some point, however, the perceptive teacher becomes aware that the best intentions—even when backed by superb teaching skills—are not enough. There are too many citadels of power to be stormed, too many intractable minds to be changed. And so he dreams —sometimes secretly, sometimes not—of becoming influential enough to bring about the changes he desires and knows are needed.

The change-agent teacher does more than dream, however; he builds, too. He is part of an association of colleagues in his local school system, in his state, and across the country that makes up an interlocking system of change-agent organizations. This kind of system is necessary because changing our society through the evolutionary educational processes requires simultaneous action on three power levels.

The power of more than a million American educators—in the world's largest united profession—takes on additional authority because of the special character and expertise of those individuals.

Directed by its members, the United Profession's legislative experts work each day on the Hill in Washington and in the state legislature in Albany, promoting education where they can do the most good. They are the voices—and the eyes and ears, too—of those of us in the teaching profession who want to change education.

Other NYSTA and NEA people work directly with, and through, local boards of education. The United Profession's top officers, who are teachers like you, stand up where it counts and speak forcefully for American teachers, expressing their secret hopes as well as their open mandates.

Some teachers may not want to change education. A few may be content to hope their secret dreams will be realized—someday. Those who want a forceful voice in shaping teaching's future are members of the interlocking system whose business is changing education to keep pace with a changing world.

UNITED TEACHING PROFESSION

The United Teaching Profession is people.

PEOPLE WHO CARE.

□ The United Teaching Profession is people, special people, more than a million of them. It is people who care, not a monolith or a cult. It is people who know, who can do. It is people with a special dedication to education, eternally seeking one unchanging objective: to become better teachers.

This concern is shared by the working educators whom members have elected as their officers, and by the local, NYSTA, and NEA staff people who, largely as a result of their own classroom experience, have chosen to become specialists in their profession's problems.

There is almost nothing that separates any united profession member from officers and staff personnel. Like you, they care deeply about education. Like you, they want fervently to see needful changes wrought. And they, too, spend every day seeking in a variety of ways to help all of us live up to our potential as creative teachers.

Although NEA headquarters are in Washington, D.C., and NYSTA headquarters are in Albany, those are not the only homes. The united profession's home is in every school in America: in seething inner cities, in the ruggedly surviving rural one-room schoolhouse, in the government building on the bleak tundra of Barter Island, Alaska. It lives wherever children are growing up to be Americans, nurtured by the strength and wisdom of American teachers.

Your local, NYSTA, and the NEA need you, just as every other teacher needs your interpretation of your experience. By joining the united profession, you add much to it, for we are founded on the proposition that there is nothing more important to education—no unit greater in importance—than *each teacher*. The united teaching profession is what you want it to be.

But you can't change anything the united profession is—or does—by isolating yourself from it. You can't punish it by dropping out; that only stills your voice, blurs your professional identity.

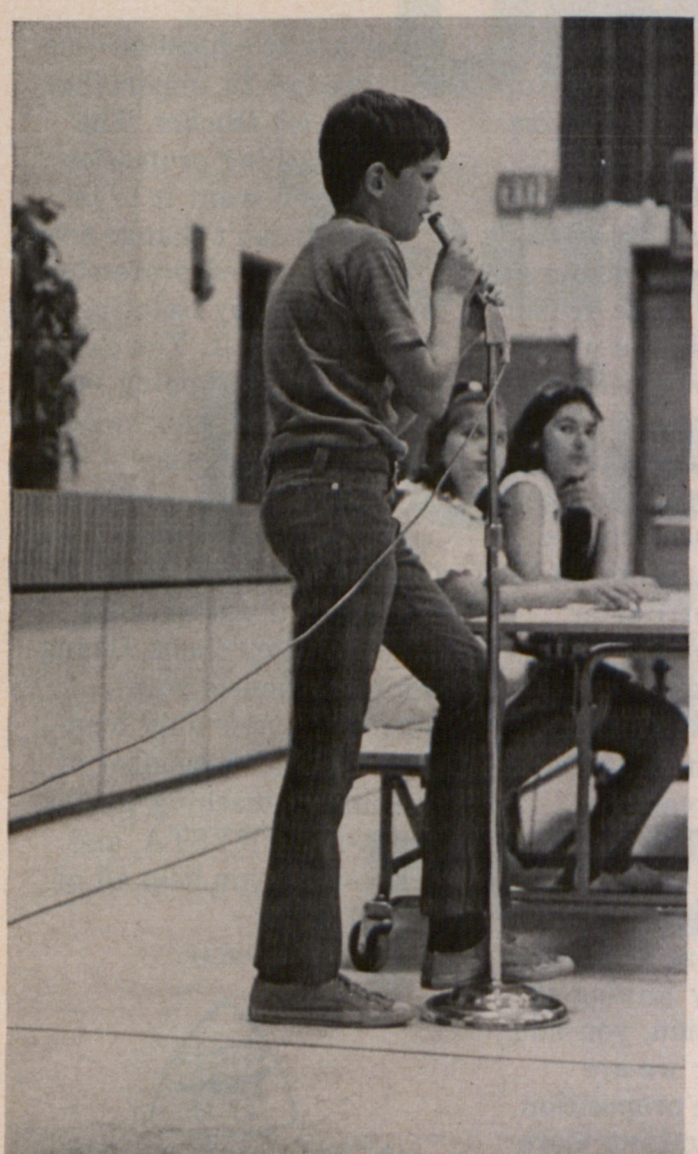
In the end, the united profession is you, one teacher, multiplied more than a million times. Changing education is your business—your only business. Only as a member of the united teaching profession—local, NYSTA, and NEA—can you help *all* of education.

Re-enlist today.

UNITED TEACHING PROFESSION

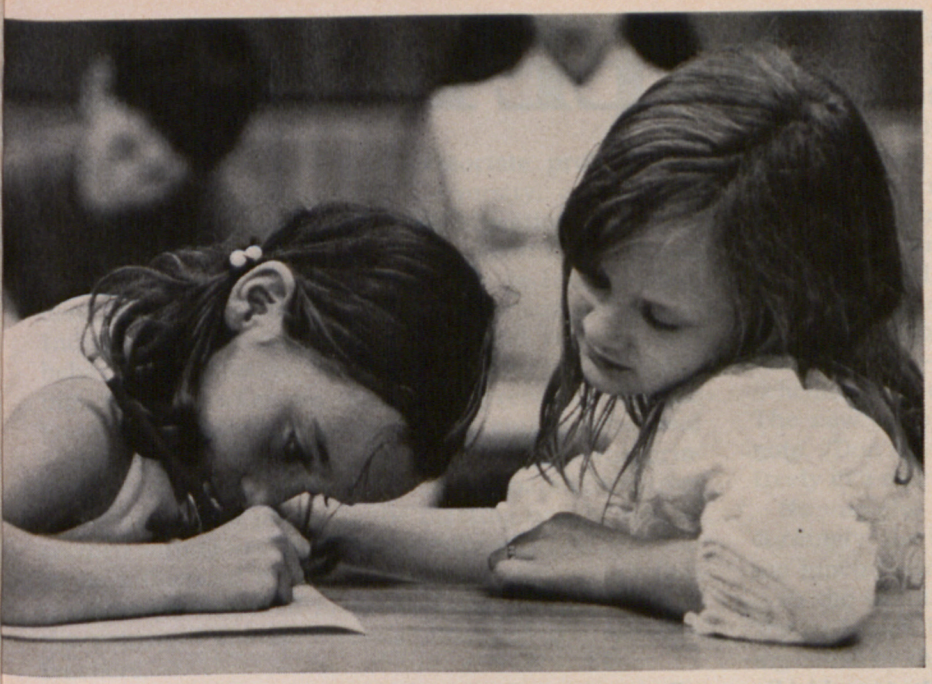
Student council, elementary style

JACQUELINE S. BUTLER, *teacher of special education, Carmody Hills Elementary School; former third grade teacher, Bladensburg Elementary School, Prince George's County, Maryland.*



□ **Bladensburg Elementary School has a** program—a dynamic one that involves pupils, teachers, and administrators and presents all three groups with a tremendous opportunity for involvement in the democratic process. Now in its fourth year, the student council at Bladensburg probes questions concerning aspects of school life, ranging from beautification of the school grounds to traffic jams in the halls to operating the school store.

For example, when the possibility of music in the lunchroom arose, council representatives brought the issue to the pupils in the classrooms: Should we have music? Why or why not? If we do, what kind of music should we play? Who will take care of the records and the record player? Then, after hearing council representatives bring back the opinions of their classmates, the council made its decision.



Sometimes council business involves meetings with faculty and administrators. During the past three years, Barbara Ferrante and Judith Osteen, classroom teachers who were instrumental in developing the program, have often met with students. So has the principal, David I. Zatz. In summing up the purpose of the council program, Dr. Zatz explains: "Because the elementary school is responsible for initiating children's citizenship education, our council is as basic to our school program as is democracy to the total society." □

FACULTY MEETINGS

□ **You've probably heard the one about the two elderly** teachers who ambled down the hall on their way to the weekly faculty meeting. The younger of the two broke the silence. "Jim, why do you go to these meetings? Since your last serious heart attack, you know no one at school expects you to do anything but teach your classes, and your doctor has advised you to cut out all extracurricular activities because another attack might kill you. Now I know you've dropped all of your after-school clubs and you don't go to athletic events or PTA meetings any more, so why do you continue going to faculty meetings?"

"Frankly," the older teacher replied, "I'd welcome my last attack at one of these meetings. I can't think of any other place in this whole world where it would be easier to make the transition from life to death."

"After All" in the May 1970 issue of TODAY'S EDUCATION, outlined plans for this school year, announcing that the editors were exploring, among other topics, faculty meetings that teachers enjoy. One junior high teacher promptly wrote the JOURNAL office: "You must be putting me on. After 18 years of teaching in nine different schools in three different states, I can count on one hand the number of faculty meetings that have been enjoyable."

Other teachers have also written letters on this subject. Their comments indicate that the length of meetings causes considerable discontent. Some teachers feel that the time spent in faculty meetings—especially those that are excessively long—could be better used grading papers, preparing lesson plans, or giving special help to students.

One NEA member from Michigan is overwhelmed by what she calls the "runaway faculty meetings." And an elementary school teacher in West Virginia also complains about lengthy, dull meetings held after school. She can't wait to hear the principal's benediction, "Meeting adjourned." Then, she writes, "I go out to face the darkness and a 15-mile drive home. It happens every month."

But perhaps the length of meetings wouldn't be so vehemently attacked if critics felt these sessions served a worthwhile purpose. Some complain that the faculty's time is taken up with routine administrative matters that could easily be included in a daily bulletin, a special memorandum to the staff, a principal's newsletter, or public address announcements.

Others are appalled that some faculty meetings degenerate into gossip sessions in which students, school board members, or parents become the victims of the collective abuse of teachers and administrators. Most unpopular of all are the meetings that turn into disciplinary sessions as the principal reprimands an erring teacher. "Why can't a teacher be corrected privately instead of being harassed in a general teachers' meeting?" demands one teacher in a letter to TODAY'S EDUCATION.

At the NEA convention a year ago, JOURNAL **editors** set up a tape recorder and invited members to express their views on faculty meetings. Generally speaking, the taped comments agreed with those expressed in letters and unsolicited manuscripts that have been sent to the JOURNAL office.

However, two remarks warrant some reflection.

- We invited a group of principals to tape their opinions on faculty meetings, explaining that teachers had been complaining about the general quality of meetings. They replied, "We hate them, too."
- One teacher remarked that the saddest thing about meetings at his school is that the principal sees everything connected with the school in terms of himself. "To him," said the teacher, "it's always 'I' and 'my teachers' and 'my students' and 'my school' and 'my building.' "

The NEA members who taped their views on faculty meetings generally had a low opinion of them. One teacher, however, expressed satisfaction with the meetings at his school. He explained that they are always well planned and that each teacher receives an agenda for the meeting well ahead of time. He said, "We know

what materials to bring with us to a meeting, and we record what is accomplished at our sessions. I think we have a pretty good situation."

In 1968, David B. Crispin, associate professor of education at Indiana State University, and Duane Peterson, associate professor of education at Wayne State University, Detroit, supervised a study of 30 faculty meetings at elementary schools in Indiana. Students from graduate courses in interaction analysis at Indiana State University observed and recorded the behavior of principals and teachers during the meetings. Professors Crispin and Peterson reported that the teachers appeared to be attentive, enthusiastic, and seriously involved in the meetings whether the principal used "his authority" and read prepared directives or statements of policy at the meeting or whether he seemed willing to share his authority with teachers and to be influenced by them. However, they found that teachers participated more freely in meetings where the principal shared responsibility and control with teachers.

Why was teachers' behavior consistently supportive in these meetings—despite their roles or those of the principals in conducting and planning for the meeting? Professors Crispin and Peterson say, "Two explanations seem reasonable: (a) observers cannot accurately categorize behavior, (b) teachers are mature enough to hide their feelings and not behave in ways likely to jeopardize their positions. After all, faculty meetings are recognized as part of a teacher's professional role, and teachers are expected to behave 'professionally' during faculty meetings."

Two studies made in the early 1960's when Edmund Amidon and Arthur Blumberg were colleagues at Temple University, Philadelphia, point to a communications gap between faculty and administration on the subject of faculty meetings. In the first study, "School Faculty Meetings—The Teachers' Point of View," Professors Amidon and Blumberg report that "rarely does one find a teacher who is enthusiastic about the prospect of attending his faculty meetings or who sees them as a positive contribution to school development or personal and professional growth."

In the second, "A Comparison of Teacher and Principal Attitudes Toward Faculty Meetings," they found that generally the principals questioned in the study felt that faculty meetings, on the whole, were an "effective use of time and energy."

Another finding was that although the teachers reported being cautious about what they said at faculty meetings, the principals interviewed said they thought their teachers felt free to speak their minds at these meetings. Differing perceptions of this sort can interfere with school communications, according to the study.

Do teachers express their honest opinions at meetings? Are administrators receptive to ideas and opinions expressed by faculty members?

Each teacher and administrator will probably have different answers to these questions, but sometimes the experiences of a single individual can provide some insights. One teacher reacted to these questions by relating two of her experiences.

She said that during her first year of teaching, the principal had called a faculty meeting "to discuss" noisy student rest rooms during lunch hour. He proposed a solution: "Rest rooms will be open from 12:00 P.M., the beginning of lunch hour, to 12:10 P.M.; locked from 12:10 to 12:50; open again from 12:50 to 1:00, the end of the lunch period."

Upon hearing his strategy, she innocently offered, "But, Mr. ————, some things just can't be put on a schedule." Everyone laughed—except the principal. The new young teacher blushed and made a mental note, "Don't ever again offer your honest opinions too freely in a meeting."

No one else commented on the rest-room plan. Accordingly, the boys' and girls' rooms were locked during lunch hours from 12:10 to 12:50.

In the beginning of her second year as a teacher—she had moved to a new school—she attended a meeting called by the principal to take a vote on the question of homogeneous versus heterogeneous grouping. She was seated in the first row. When the vote was taken, she raised her hand in favor of heterogeneous grouping.

After the meeting was over, a fellow teacher—one who had sat in the "back of the church"—was all agog. "You were the *only* one who voted for heterogeneous grouping!" Again the young teacher made a mental note: "Vote in favor of what you believe. But don't sit in front."

Many educators who have written about faculty meetings have set up guidelines for productive meetings. They include suggestions, such as the following:

1. The date, time, and place of a meeting should be announced well in advance.

2. Generally speaking, the length of a meeting should be about an hour. But no matter what its scheduled length, a meeting should begin and end on time.

3. The meeting place should be comfortable, adequate for the size of the group, and appropriate for the purpose of the meeting.

4. Both faculty and administration members should

cooperate in the scheduling and planning of a meeting.

5. A meeting ought to be well planned and have a purpose that is clear to everyone in attendance. An agenda might be distributed sufficiently in advance of a meeting so that all concerned may be prepared for the discussion.

6. The topics discussed should be ones of value to the individuals present—provide in-service training for teachers, develop morale, analyze school problems.

7. Ideally, discussion should be frank and open. It should be directed by a leader—teacher, administrator, resource person—who is capable of encouraging participation, of keeping the discussion from digressing, and of focusing the discussion so that the group can accomplish its goals in the allotted time.

How can these suggestions be implemented? Perhaps the structure of the local association is the key.

Ideally, a local has a faculty council in each school building in its district whose purpose is to keep communications open between the association leaders and members. The people on the staff—whether they are association members or not—divide into groups of 10, and each group elects a representative to serve on the council. (Nonmembers should be involved, but not permitted to vote on assocation matters.)

These groups of 10 meet when necessary to discuss association business. Hopefully, communication is free and open, and ideas funnel from the group through the representative to the organization leadership.

Perhaps the faculty council in each building, together *with members of the administration,* might also serve as the committee to plan faculty meetings. Once again the faculty council representative could express the opinions of his 10 constituents—only this time on such questions as: What time should faculty meetings be held? Where should they be held? Who should chair the meetings? What topics should be discussed?

One expert on association activities believes this method might solve the tremendous communication problem between faculty and administration. She says, "Small groups that meet often and have frank discussion on matters of importance to them professionally eventually begin to open up about their true feelings on these subjects. Everything that involves education —faculty meetings, local associations, parent-teacher conferences—desperately needs that kind of candor." □

♦ *Editor's Note:* TODAY'S EDUCATION *invites brief statements of what individual schools have been doing to improve the quality of their faculty meetings and of how successful or unsuccessful their approaches have been so far.*

AMERICAN EDUCATION WEEK

□ **This year marks the 50th anniversary of American** Education Week (October 25-31). The observance to be held just before the November general elections—earlier than ever before—can provide a focal point to attract public attention to candidates' views on the critical issues concerning education.

Traditionally, the American Legion, the U.S. Office of Education, the National Congress of Parents and Teachers, and the NEA have sponsored AEW. Last year the U.S. Catholic Conference joined the sponsors as a "supporting organization," and this year some 30 other national voluntary membership organizations have asked to be listed as supporting organizations to help increase public awareness of the need to appreciate and to improve our schools. The theme for the golden anniversary, "Shape Schools for the 70's," reflects this purpose.

AEW programs will be held all over the country during the week of October 25-31, and the ones planned in Minnesota may prove to be among the most timely and vibrant.

The Minnesota program calls for the professional staff of the Minnesota Education Association and pertinent MEA committees (as well as other groups and individuals concerned with education) to cooperate closely with the Minnesota agencies representing the key national sponsors.

One traditional part of the AEW program is the issuance of the governor's proclamation, a ceremony that immediately follows the issuance of the President's proclamation. Although decried by many as being old hat, the governor's action consistently gets extensive pickup by the news media across the state and in areas adjacent to the state. Radio and television spot announcements, special programs, displays, and the MEA's *Educationline,* a call-in information service, will also publicize AEW.

The Minnesota program includes a number of community meetings throughout the state for the purpose of delineating problems in education and evolving possible solutions. The hope is that such dialogue will carry on long after AEW '70.

This year the basic program for AEW is being expanded to take advantage of the fact that the week is scheduled just before the November elections. Several politically oriented segments of the MEA are deeply involved, including the Legislative Commission, the Citizen-Teacher in Politics Committee, and the department of student programs. Another group that is taking special interest in AEW is IMPACE (the Independent Minnesota Political Action Committee for Education), a nonprofit organization that increases teachers' political effectiveness by contributing to the political campaigns of candidates who are committed to improving education.

According to John Thompson, former president of the Benson Education Association who is in his first term as mayor of Benson, "American Education Week can be an enormous benefit. I see this year's AEW program—with its highly desirable stimulation from NEA—as an excellent beginning for making many, many teachers aware of the need for political action."

Thompson's reaction is typical of the reaction of many teachers who understand the importance of involvement in practical politics to improve education.

—**Peter G. Pafiolis,** *director of public relations, Minnesota Education Association.*

turn on the off year

□ **The so-called off-year elections of 1970 will have** a tremendous impact on American life in the seventies. This is true not only because there are 435 seats to be filled in the U.S. House of Representatives, 35 seats in the Senate, and 35 governorships, important as these posts are. Almost overlooked in the high drama of national politics is the fact that the men and women elected to state legislatures will reapportion Congressional districts on the basis of the new 1970 census figures. The quality of the legislators who will undertake this job will determine how it is done.

Another critical issue to be resolved at the state level is the allocation of money for schools. On the average, state governments provide about 40¢ of each dollar spent for operating public elementary and secondary schools. Do you know which candidates are the friends of education?

It is also important to know how Congressional and Senatorial candidates feel about education. At present, the federal government provides less than 7¢ of each dollar spent for elementary and secondary education. NEA believes that there should be a full partnership in school finance, with each level of government—local, state, and federal—assuming one-third of the cost. We must tell the candidates that present methods of financing education are inadequate and grossly unfair. As educators, we must be sure that the candidates are aware of the mounting fiscal crisis in our schools, the lack of adequate facilities and teaching materials, and the alarming drift of talented people away from the teaching profession.

We must use our influence and visibility to stir up public opinion, conveying a sense of urgency and the need for intelligent and responsible leadership in government. Getting an intelligent representative requires informed voters.

Please take a few moments to study the chart on the following pages. It provides the latest information about registration and voting for the coming elections and the seats to be filled. As you know, one of the Voting Rights Amendments of 1970 (Public Law 91-285) lowers the voting age to 18, effective January 1, 1971. That provision is being challenged in the courts, but the remainder of this vital legislation is in force unchallenged. As signed by President Nixon, the new law:

1. Extends for five more years the time in which an area covered by the 1965 Voting Rights Act must abstain from the use of any literacy test or device to discriminate against voters because of race or color

2. Suspends the use of literacy tests in *all* states until August 6, 1975

3. Provides that any person can vote for the President and Vice President of the United States in the place in which he has lived for 30 days immediately prior to that election.

So let's call 1970 an "on year" in the nation's political life. Let's use our time and energy in the weeks ahead to encourage maximum voter participation on November 3. Let's become "reasoning activists," as NEA President Helen Bain urges elsewhere in this issue. Let's help shape public policy by winning the battle for education. □

VOTING IN 1970—SOME FACT

REGISTRATION

	RESIDENCE REQUIREMENTS						
	STATE	COUNTY	PRECINCT	BY MAIL	REGISTRATION DEADLINE	ABSENTEE VOTING PERMITTED	WHERE
ALABAMA	1 year	6 months	3 months	No	Oct. 23	No[19]	County Board of Registrars
ALASKA	1 year	30 days (elec. dis.)		Yes[2]	Oct. 19 (in person); Oct. 4 (by mail)	Yes[20]	Local Election Board[20, 30]
ARIZONA	1 year	30 days	30 days	Yes	Sept. 21	Yes	County Recorder
ARKANSAS	1 year	6 months	30 days	No	Oct. 14	Yes	County Clerk[31]
CALIFORNIA	1 year	90 days	54 days	Yes	Sept. 10	Yes[21]	County Clerk[21, 32]
COLORADO	1 year		32 days	Yes[3]	Oct. 2	Yes	County Clerk (Denver—Election Commissio
CONNECTICUT	6 months	6 months (town)		No	Oct. 10	Yes	Town Clerk or Registrar of Vo
DELAWARE	1 year	90 days	30 days	No	Oct. 17	Yes	County Department of Electio
FLORIDA	1 year	6 months		No[4]	Aug. 8	Yes	County Supervisor of Election
GEORGIA	1 year	6 months		No[5]	Sept. 14	Yes	County Board of Registrars[5]
HAWAII	1 year	3 months (district)		Yes	Oct. 13	Yes	County Clerk (Honolulu—City C
IDAHO	6 months	30 days		Yes	Oct. 31	Yes	County Auditor
ILLINOIS	1 year	90 days	30 days	No[6]	Oct. 6[13]	Yes	County Clerk[22]
INDIANA	6 months	60 days (township)	30 days	Yes	Oct. 5	Yes	County Election Board
IOWA	6 months	60 days	10 days	Yes[7]	Oct. 24	Yes	County Auditor
KANSAS	6 months	30 days (township)	30 days (ward)	Yes[7]	Oct. 13	Yes	County Clerk or Election Commiss
KENTUCKY	1 year	6 months	60 days	No[8]	Sept. 5	Yes	County Court Clerk
LOUISIANA	1 year	6 months (parish)	3 months	No[9]	Oct. 3	No[23]	Clerk of Parish Court (New Orle Civil Sheriff of Parish)
MAINE	6 months	3 months (city or town)		Yes	Varies by town and city[14]	Yes	Town or City Clerk
MARYLAND	1 year	6 months (Baltimore City)		No	Oct. 5	Yes	Board of Supervisors of Electi
MASSACHUSETTS	1 year	6 months (city or town)		No	Oct. 3	Yes	Town or City Clerk
MICHIGAN	6 months		By 5th Friday prior to election	Yes	Oct. 2	Yes	City or Township Clerk
MINNESOTA	6 months		30 days	Yes[7]	Oct. 13	Yes	County Auditor
MISSISSIPPI	1 year	1 year	6 months	No	July 3	No[24]	County or City Registrar
MISSOURI	1 year	60 days		No[7]	Varies by county and city[15]	Yes[25]	County Clerk or Board of Elec Commissioners[25]
MONTANA	1 year	30 days		Yes	Sept. 24	Yes	County Clerk and Recorder
NEBRASKA	6 months	40 days	10 days	Yes	Oct. 23	Yes	County Clerk (Douglas and Lanc Counties—Election Commissio
NEVADA	6 months	30 days	10 days	Yes	Sept. 26	Yes	County Clerk
NEW HAMPSHIRE	6 months	6 months (town)		[10]	Varies by town (Oct. 23 to Nov. 2)	Yes	Town or City Clerk
NEW JERSEY	6 months	40 days		No	Sept. 24	Yes	County Clerk
NEW MEXICO	1 year	90 days	30 days	Yes	Sept. 22	Yes	County Clerk
NEW YORK	3 months	3 months		Yes	Oct. 10	Yes[26]	Board of Elections of County or Bo
NORTH CAROLINA	1 year		30 days	No	Oct. 24[16]	Yes	Chairman of County Board of Ele
NORTH DAKOTA	1 year	90 days	30 days	[11]	[11]	Yes	County Auditor[35]
OHIO	1 year	40 days	40 days	No[7]	Sept. 23	Yes	County Election Board
OKLAHOMA	6 months	2 months	20 days	No	Oct. 23	Yes	Secretary of County Board of Ele
OREGON	6 months			Yes	Oct. 3	Yes[27]	County Clerk[27]
PENNSYLVANIA	90 days		60 days	No	Sept. 14	Yes[28]	County Board of Elections[28]
RHODE ISLAND	1 year	6 months (town or city)		No	Sept. 4	Yes	Local Board of Canvassers
SOUTH CAROLINA	1 year	6 months	3 months	No[12]	Oct. 3	No[29]	County Board of Registration
SOUTH DAKOTA	1 year[1]	90 days	30 days	Yes	Oct. 19	Yes	County Auditor
TENNESSEE	1 year	3 months	30 days	Yes	Oct. 3	Yes	County Election Commissio
TEXAS	1 year	6 months		Yes	Jan. 31[17]	Yes	County Clerk
UTAH	1 year	4 months	60 days	Yes	Oct. 28	Yes	County Clerk
VERMONT	1 year	90 days (town)		[10]	Oct. 31	Yes	Town or City Clerk
VIRGINIA	1 year	6 months (county or city)	30 days	No	Oct. 3	Yes	Precinct or General Registra
WASHINGTON	1 year	90 days	30 days	No	Oct. 3	Yes	County Auditor or City Clerk
WEST VIRGINIA	1 year	60 days		Yes	Oct. 3	Yes	Clerk of Circuit Court
WISCONSIN	6 months		10 days	Yes[7]	Oct. 21[18]	Yes	Town or City Clerk (Milwaukee— of Election Commissioners)
WYOMING	1 year	60 days	10 days	Yes	Oct. 19	Yes	County Clerk

ND FIGURES

1970 ELECTIONS

CONGRESS ATE[36]	HOUSE[37]	STATE LEGISLATURE UPPER HOUSE	LOWER HOUSE	GOVERNOR[39]	STATES REQUIRING OFFICIAL APPLICATION FORMS[40]
0	8 (5D—3R)	All 35	All 106	Yes	No
S	1 (1R)	10 of 20	All 40	Yes	No
S	3 (1D—2R)	All 30	All 60	Yes	No
0	4 (3D—1R)	26 of 35	All 100	Yes	Yes
S	38 (21D—17R)	20 of 40	All 80	Yes	No
0	4 (3D—1R)	17 of 35	All 65	Yes	No
S	6 (3D—2R) 1 Vacancy	All 36	All 177	Yes	Yes
S	1 (1R)	9 of 19	All 39	No	Yes
S	12 (9D—3R)	None	All 119	Yes	Yes (Often comes with ballot)
0	10 (8D—2R)	All 56	All 195	Yes	No
S	2 (2D)	All 25[38]	All 51	Yes	Yes
0	2 (2R)	All 35	All 70	Yes	No
S	24 (10D—13R) 1 Vacancy	All 58	All 177	No	Yes
S	11 (4D—7R)	25 of 50	All 100	No	Yes
0	7 (2D—5R)	25 of 50	All 100	Yes	Yes (Comes with ballot)
0	5 (5R)	None	All 125	Yes	Yes
0	7 (4D—3R)	None	None	No	Yes
0	8 (8D)	None	None	No	No
es	2 (2D)	All 32	All 151	Yes	No
es	8 (4D—4R)	All 43	All 142	Yes	Yes
es	12 (8D—4R)	All 40	All 240	Yes	Yes
es	19 (7D—12R)	All 38	All 110	Yes	No
es	8 (3D—5R)	All 67	All 135	Yes	Yes
es	5 (5D)	All 52	All 122	No	No
es	10 (9D—1R)	17 of 34	All 163	No	No
es	2 (2D)	28 of 55	All 104	No	Yes
es	3 (3R)	Unicameral—25 of 49 All called Senators		Yes	Yes
es	1 (1D)	10 of 20	All 40	Yes	No
o	2 (2R)	All 24	All 400	Yes	Yes
S	15 (9D—5R) 1 Vacancy	None	None	No	No
S	2 (2R)	25 of 42	All 70	Yes	No
es	41 (26D—15R)	All 57	All 150	Yes	Yes
lo	11 (7D—4R)	All 50	All 120	No	Yes
es	2 (2R)	26 of 49	All 98	No	Yes
es	24 (5D—18R) 1 Vacancy	17 of 33	All 99	Yes	Yes
lo	6 (4D—2R)	24 of 48	All 99	Yes	No
o	4 (2D—2R)	16 of 30	All 60	Yes	No
es	27 (14D—13R)	25 of 50	All 203	Yes	Yes
es	2 (2D)	All 50	All 100	Yes	Yes
o	6 (5D—1R)	None	All 124	Yes	Yes
o	2 (2R)	All 35	All 75	Yes	No
es	9 (5D—4R)	17 of 33	All 99	Yes	Yes
es	23 (20D—3R)	16 of 31	All 150	Yes	Yes
es	2 (2R)	14 of 28	All 69	No	Yes
es	1 (1R)	All 30	All 150	Yes	No
es	10 (5D—5R)	None	None	No	Yes
es	7 (5D—2R)	24 of 49	All 99	No	No
es	5 (5D)	17 of 34	All 100	No	Yes
es	10 (4D—6R)	16 of 33	All 100	Yes	No
es	1 (1R)	15 of 30	All 61	Yes	Yes

ROSALINE FISHER, chairman of the Absentee Voters Service of the League of Women Voters of the District of Columbia, prepared this chart.

FOOTNOTES

[1] Must have resided in U.S. for 5 years.

[2] Registration is no longer a part of the election day procedure; it must now be completed by Oct. 4.

[3] Every elector except those who registered and voted in the 1968 general election or who have registered since then *must* register in order to vote in 1970.

[4] Federal employees may *re*register by mail.

[5] All qualified residents temporarily abroad and federal employees outside the state may register by mail.

[6] Only in Chicago Election District (Chicago, Berwyn, Cicero, Stickney, and Lyons) may federal employees and their spouses register by mail.

[7] Registration not required in *rural* areas.

[8] Qualified federal employees absent from their home county may register by mail.

[9] Federal employees, students, and those engaged in interstate commerce may register by mail.

[10] Uses checklist system of registration. Vermont requires that all voters take the Freeman's Oath.

[11] *No* statewide registration.

[12] Statewide decennial reregistration began Jan. 1, 1968.

[13] In the Chicago Election District and in the rest of Cook County, the registration deadline is Oct. 5.

[14] Portland deadline is Oct. 20.

[15] In Kansas City and Jackson and Clay Counties, registration closes Oct. 7; in St. Louis City and County, the deadline is Oct. 10; in all other cities with a population of over 10,000, registration closes Oct. 5.

[16] Close of registration in counties with "full-time" registration is Oct. 5.

[17] All registration closed Jan. 31, except for persons who become 21 after Jan. 31 and persons moving into Texas after Oct. 1, 1969. These persons may register after Jan. 31, but they must be registered for 30 days before eligible to vote.

[18] Milwaukee deadline is Oct. 14.

[19] An elector expecting to be absent from his home county on election day may vote personally before the Registrar in Equity from the 20th to the 5th day prior to election.

[20] Write to the Secretary of State, Pouch AA, Juneau 99801.

[21] In the City and County of Los Angeles, write to the Registrar-Recorder, 808 N. Spring St., Los Angeles 90012.

[22] In the Chicago Election District, write to the Board of Elections, City Hall, Room 508, Chicago 60602; in the rest of Cook County, write to the County Clerk, Courthouse, Room 203, Chicago 60602.

[23] Students and employees of the state or federal governments and their spouses may vote by mail.

[24] Those employed in interstate commerce may vote by mail.

[25] Write to the Board of Election Commissioners in the following places: Kansas City—1331 Locust St., Kansas City 64106; St. Louis—208 S. 12th Blvd., St. Louis 63102; St. Louis County—Clayton 63105.

[26] In New York City, write to the Board of Elections. The addresses for the five boroughs are as follows: Bronx—1780 Grand Concourse, Bronx 10457; Brooklyn—345 Adams St., Brooklyn 11201; Manhattan—80 Varick St., New York 10013; Queens—77-40 Vleigh Pl., Flushing 11367; Richmond—30 Bay St., Saint George, Staten Island 10301.

[27] In Multnomah County, write to the Dept. of Records and Elections, 1040 S. E. Morrison St., Portland 97214.

[28] In Philadelphia, write to the Registration Division, City Hall Annex, 13th and Filbert Sts., Philadelphia 19107.

[29] Students attending colleges outside their home counties and those persons engaged in the transportation industry may vote by mail.

[30] In 1970, for the first time, registration must be completed *before* the day of election. It is no longer a part of the voting procedure.

[31] Members of family may deliver completed request for ballot.

[32] In San Francisco, San Diego, San Bernardino, and Santa Clara Counties, register with Registrar of Voters.

[33] Federal employees may *re*register by mail.

[34] All qualified residents abroad and qualified federal employees outside state may register by mail.

[35] No statewide registration.

[36] Senate has 35 seats up (25D-10R).

[37] House has 435 seats up (243D-188R). There are 4 vacancies (3D-1R).

[38] Because of reapportionment, half will serve 2 years, the other half, 4 years.

[39] There are 35 Governorships up (11D-24R).

[40] Write very early, requesting this form.

LOCAL ASSOCIATION OF THE MONTH

Experiment with Joint Committees

JAMES G. BOUCH, *executive director, Polk Education Association, Bartow, Florida.*

□ **Facing a tough rebuilding job following** the Florida crisis of 1968, the Polk Education Association set a course of quiet involvement in school and community affairs and a goal of better education through professional action. PEA directors and members realized that to be an effective, long-range voice in the future, the professional organization would need to do more than sound exciting; it would need to provide effective leadership.

Initially the organization's goal was to form a coalition with parent-teacher groups, school board members, students, and administrators with the aim of developing a network of committees so informed that each participant could support and understand the activities of the others.

PEA members went to local civic and community meetings to reach lay people interested in education. Quietly and professionally they pursued formal and informal contacts with school board members.

The efforts paid off. School board members, PTA leaders, and PEA began to study problems from the broad perspective of an entire community concerned for education. Integration was to be one of the hot issues of the coming year, and the school board and PEA worked together to form a joint Human Relations Committee that began holding frank discussions to overcome problems in black-white dialogue.

Committee workshops hammered out transfer procedures to integrate the schools. For its part, the board gave a guarantee that no professional personnel would be displaced or out of a job because of the integration of schools. The Committee initiated, and the board accepted, an Assignment Review Committee and a grievance procedure to protect the professional staff involved in teaching the county's 53,000 public school children.

This kind of cooperation prevented major difficulties in the Polk schools' first year of integration and provided the framework for dealing with individual cases when they developed into complaints.

Possibly more important than the Human Relations Committee was the Joint Curriculum Committee of the board and PEA. This unique Committee represents all levels of the professional staff. On it are two board members, the superintendent or his representative, the assistant superintendent for curriculum and instruction, the PEA executive director, a teacher and principal at each level, curriculum coordinators, and counselors. Such organization provides immediate feedback at all levels on any proposed curriculum change. Suggestions from faculties, departments, and individual teachers are encouraged.

During the past two years the Committee reviewed, discussed, and endorsed many innovations, and the board adopted a number of them. This generated a new kind of professional excitement. For the first time classroom teachers were feeling, as well as sounding, professional. Freedom invaded the classrooms, and teacher and pupil enthusiasm mushroomed.

Two elementary faculties planned pilot programs to encompass various teaching and curriculum innovations. The school board approved the sum of $25,000 to fund these programs, which were so successful that the board soon extended them. It has now budgeted $25,000 per year to help teachers promote innovative ideas.

In the past year, numerous department and teacher innovations have grown. While some went the way of experimental space shots—downrange and out of sight—the majority have proven most successful. The significance of the Joint Curriculum Committee is that it gives teachers a place to express their ideas, which are subsequently often tried out.

In addition to teacher innovations, many new concepts are emerging through the Curriculum Committee. The larger schools now have curriculum coordinators to assist teachers and faculties in improving the quality of classroom life. Four area curriculum coordinators are assigned to the county's four administrative areas (like school districts) to coordinate all innovative programs. A research director has been hired to complete statistics on programs and provide research assistance to coordinators.

Keyed to cooperation and communication, meetings between school officials, board members, teachers, and parents have resulted in better understanding of school problems. The problems of education are no longer seen as "teacher problems" and "board desires," but as problems for educators and the community to face together.

Two years ago PEA set ambitious goals. Today, through the dedicated work of members and leaders, the goals have been surpassed. Because of this success, PEA has had to enlarge its nearly new office building and purchase additional property for parking. The building is a favorite meeting place for a number of lay groups, as well as for the departments of the professional organization. Members of the Polk County PTA Executive Council also use the building for their headquarters and for regular meetings.

As a result of school board members' willingness to serve on PEA committees, to plan together with PEA members, and to approve innovative programs, the Association of Classroom Teachers of NEA awarded the Polk County School Board a "Certificate of Merit."

Joint committees have certainly been successful in Polk.

◆ *The PEA, unified with NEA in 1969, in one year increased its national membership by more than 1,100 members and its state membership by more than 500.*

NEW NEA PUBLICATIONS & AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers (printed in italic type) when ordering. N.D. means no discount on quantity orders of the same title.

ACT: Voice of Classroom Teachers (#1). Revision of *Together We Build.* Gives ACT history, philosophy, structure, and accomplishments. 20 pp. 25¢ *111-03648.* Association of Classroom Teachers.

Classroom Teachers Speak on the Classroom Teacher in the Student Teaching Program (#2). Report of the 1969 Classroom Teachers National Study Conference. 40 pp. 25¢. *111-03958.* ACT.

Communication Ideas in Action (#3). Describes experiences of school districts with communication problems. 64 pp. $3. *411-12762.* National School Public Relations Association.

Conference Time for Teachers and Parents: Multimedia Kit (#4). Includes two filmstrips, a handbook, and a sample copy of the leaflet. Package price: $25. (Each item may be purchased separately, as shown below.) *058-01890.* NEA/NSPRA.

Conference Time for Teachers and Parents: A Filmstrip for Teachers (#4a). Full color. Script; 79 frames; 12-minute, 33⅓ rpm LP record; handbook; and sample copy of the leaflet. Price, if purchased separately, $15. *058-01892.*

How To Confer Successfully with Your Child's Teacher: A Filmstrip for Parents (#4b). Full color. Script; 55 frames; 8-minute, 33⅓ rpm LP record; handbook; and sample copy of the leaflet. Price, if purchased separately, $12. *058-01894.*

Conference Time for Teachers and Parents: A Teachers' Guide to Successful Conference Reporting (#4c). Handbook. Revised edition. Published by NSPRA in cooperation with ACT. 36 pp. Price, if purchased separately, $1.25. *411-12580.*

How To Confer Successfully with Your Child's Teacher (#4d). Public Information Leaflet. Published by Publications Division. Pkg. of 30, $1. N.D. *051-01846.*

Decision Making and Schools for the 70's (#5). William Pharis, John Walden, and Lloyd Robison. Part of the preliminary series of the *Schools for the 70's* publications. Examines the shifting nature and accountability of legal, extra-legal, and power groups. 88 pp. $1.50. *381-11940.* Center for the Study of Instruction.

Dehumanizing Our Society—Through Education and with the Active Support of the Public (#6). May 1970 issue of the *National Elementary Principal.* 96 pp. $1. *186-05590.* National Association of Elementary School Principals.

Developing Mentally Healthy Children (#7). 32 pp. $1.25. *281-08886.* American Association of Elementary-Kindergarten-Nursery Educators.

DGWS Tennis-Badminton Guide 1970-72 (#8). Contains official rules. 160 pp. $1.25. *243-07300.* American Association for Health, Physical Education, and Recreation.

Differentiated Staffing in Schools (#9). An *Education U.S.A. Special Report.* Presents arguments for and against this type of staff organization. 48 pp. $4. *411-12754.* National School Public Relations Association.

The Educator in an Era of Social Change: Evolutionist or Revolutionist? (#10). Summer 1970 issue of the *Journal* of NAWDC. 48 pp. $1.25. *596-17170.* National Association of Women Deans and Counselors.

Ethics for Educational Public Relations (#11). 8 pp. 50¢. *411-12768.* NSPRA.

Financial Status of the Public Schools, 1970 (#12). 54 pp. $1.50. *511-15508.* Committee on Educational Finance.

A Guide to Professional Excellence in Clinical Experiences in Teacher Education (#13). 56 pp. $1.50. *861-24488.* Association of Teacher Educators.

How To Modernize the School System Communications Program (#14). Communications Development Series #1 (90-minute tape cassette). Presents discussions with school communication executives. $14. *418-12758.* NSPRA.

Improving the Instruction of Culturally Different Learners (#15). A multimedia, in-service kit. Includes a guide explaining the objectives and suggested uses of the package and five publications dealing with the culturally different learner (included in total package *only*). Package price: $65. N.D. *718-18694.* Division of Educational Technology/Project URBAN. Contains the following:

". . . Real Self" (#15a). A 15-minute, 16mm film in black-and-white, with sound. Depicts the life styles of black and Mexican-American children. Price, if purchased separately, $45; rental, $7.50. N.D. *If purchasing or renting separately, order from AV Studio, NEA.*

The Culturally Different Learner (#15b). Part I, Learning Styles; Part II, Using Media. Two color filmstrip-tapes, which run for 28 minutes, and response booklets. Discusses the learning styles of culturally different learners and the role different types of instructional media play in teaching them. Price, if purchased separately, $15. N.D. *718-18700.*

The Change Process (#15c). A color filmstrip-tape, which runs for 12 minutes, and response booklet. Discusses how local associations can bring about change. Price, if purchased separately, $10. N.D. *718-18698.*

Increasing the Options for Wholesome Peer Level Experiences Across Racial, Cultural, and Economic Lines (#16). Report of Conference on Equal Educational Opportunity. 8 pp. 50¢. *871-24842.* Center for Human Relations.

Individualized Instruction Kit (#17). Includes six filmstrip/audiotape sets and scripts, 46 case study brochures, one manual. Package price: $77.50. *078-02520.* Association for Educational Communica-

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CONFERENCE TIME

Developed cooperatively by NEA and the National School Public Relations Association, this training kit is intended for use with and by teachers from kindergarten through the upper elementary grades. It includes a filmstrip for teachers, the 1970 edition of the *Conference Time* handbook, and two companion pieces—a filmstrip and a leaflet for parents. (See listing on this page.)

All components can be used individually for in-service and preservice training or in university education methods courses. The handbook and the two filmstrips might serve as the basis for a series of two or three teacher workshops on teacher-parent conferences. The parent filmstrip and leaflet might serve as the foundation of a program early in the year to help prepare parents for group and individual conferences.

tions and Technology. The filmstrip/audiotape sets may be purchased separately *for $10 each*, as follows:

II: Diagnostic and Instructional Procedures (#17a). *078-02506.*

II: Its Nature and Effects (#17b). *078-02518.*

II: Its Objectives and Evaluation Procedures (#17c). *078-02510.*

II: Its Problems and Some Solutions (#17d). *078-02504.*

II: Materials and Their Use (#17e). *078-02512.*

II: Recommendations for Implementation (#17f). *078-02508.*

Marking and Reporting Pupil Progress (#18). Research Summary 1970-S1. 55 pp. $1.25. *434-22854.* Research Division.

Milestones in Teacher Education and Professional Standards (#19). 32 pp. 35¢. *521-15802.* National Commission on Teacher Education and Professional Standards.

NAESP Convention Reporter (#20). 24 pp. $2; 5 or more copies, $1.60 each. *411-12752.* NSPRA.

New Teachers: New Education (#21). Students report on innovative teacher education programs. 32 pp. $1.50. *802-20570.* Student NEA.

Nursery School and Kindergarten (#22). Filmstrip based on Booklet No. 22 of the series, *What Research Says to the Teacher.* Includes 33⅓ rpm record, script, and one copy of booklet. 82 frames. 12 minutes. Color. Sound. $10. *388-11724.* ACT.

Preparing Teachers for a Changing Society (#23). Report of Conference of City and County Directors. Focuses on preparing PE teachers to meet the needs of inner-city youth. 80 pp. $2. *240-25100.* AAHPER.

The Professional Association Looks at Its Role in Instruction (#24). 84 pp. $1.25. *761-06254.* Professional Development and Instructional Services.

Protecting Teacher Rights (#25). Robert H. Chanin. Focuses on constitutional rights established in the courts during the past 10 years. 41 pp. $1. *381-11938.* Publications Division.

Reading Crisis: The Problem and Suggested Solutions (#26). An *Education* U.S.A. Special Report. 56 pp. $4. *411-12766.* NSPRA.

Salaries Paid Superintendents, 1962-63 to 1969-70 (#27). Research Memo 1970-10. 27 pp. 70¢. *431-22914.* Research Division.

Salary Schedule Provisions for Full-Time Guidance Counselors, 1969-70 (#28). Research Memo 1970-11. 25 pp. 70¢. *431-22916.* Research Division.

Salary Schedule Provisions for Substitute Teachers, 1969-70 (#29). Research Memo 1970-12. 12 pp. 35¢. *431-22918.* Research Division.

Salary Schedule Supplements for Extra Duties, 1969-70 (#30). Research Report 1970-R4. 66 pp. $1.25. *435-25436.* Research Division.

A Selected Guide to Curriculum Literature: An Annotated Bibliography (#31). Louise Tyler. Part of the auxiliary series of the *Schools for the 70's* publications. 138 pp. $2. *381-11628.* CSI.

The Shape of Education for 1970-71 (#32). Vol. 12. Highlights major education issues. 64 pp. $3. *411-12760.* NSPRA.

Somebody Better Do Something (#33). Tells how to communicate with the poor for better education. Includes profiles of selected exemplary programs. 16 pp. $1. *411-12764.* NSPRA.

Special Days and Weeks Schools Sometimes Observe (#34). Research Memo 1970-14. Gives dates for the school year 1970-71. 7 pp. 25¢. *431-22922.* Research Division.

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125 YEARS OF SERVICE TO RHODE ISLAND

SHERWIN J. KAPSTEIN, *executive secretary, Rhode Island Education Association.*

□ **The Rhode Island Education Association (RIEA),** formerly known as the Rhode Island Institute of Instruction, celebrates its 125th anniversary this year. It is the oldest state association in the nation and the largest teachers' organization in continuous service to Rhode Islanders.

In 1845, Henry Barnard, commissioner of common schools in Rhode Island, called a meeting of teachers and other friends of education to consider forming an association whose chief purposes would be to awaken a broader and deeper interest in public schools and to aid the commissioner in his official duties. Over the past 125 years, RIEA has followed these goals.

As one of its first official acts, the organization appointed William S. Baker, of South Kingstown, as a special agent to promote and carry on its work. As the association's first "field representative," Mr. Baker traveled from town to town, visiting schools and talking with citizens, attempting to foster interest in education.

One of the primary interests of the Institute was teacher training, and, in 1854, the state established the Rhode Island Normal School, with the enthusiastic endorsement of Henry Barnard and the Institute. The association also encouraged the building of libraries, the introduction of music in the schools, the establishment of a state board of education, and the opening of evening schools.

By 1859, teachers began to question the Institute's leadership. They pointed out that businessmen, doctors, and ministers controlled the association and said that they wanted an association of teachers, managed by teachers. At the sixteenth annual meeting of the Institute held in 1860, the Committee of Nominations was directed "to bring in a list of practical teachers for the managing officers of the association." It should be pointed out, however, that "teachers" included principals, for the newly elected president in 1860 was John J. Ladd, principal of the Classical Department of Providence High School. (Today, only certificated classroom teachers who are actively engaged in teaching are the elected leaders of RIEA.)

Since 1845, the Rhode Island Education Association has worked continuously to improve education in the state. These improvements include: an increase in teachers' pensions (teachers' retirement benefits were improved in the 1970 session of the General Assembly), an increase in state aid for schools, the development of the Rhode Island Normal School into Rhode Island College, and state aid for industrial education.

RIEA has also played a major role in the passage of progressive educational legislation, such as the Child Labor Law, the Juvenile Court Act, the Teacher Tenure Act, the creation of the Rhode Island Junior College system, the School Teachers Arbitration Act of 1966, and the enactment of legislation extending due process to nontenured teachers. The passage of the Arbitration Act, also known as "The Teachers' Bill of Rights," marked the beginning of a new era for Rhode Island teachers and the RIEA. The Act gave teachers the right to negotiate with school committees over "hours, salary, working conditions, and other terms of professional employment."

In the 1960's, RIEA began to take on a new image. The association worked even more forcefully to improve education for children and adults.

The RIEA, in cooperation with its locals and NEA, increased its professional staff from one to three and its clerical staff from one to three, erected a new Headquarters Building, voted to unify with NEA, increased dues, provided negotiators for its local associations, and cooperated with the American Federation of Teachers on matters of mutual concern. The association also revised its constitution and bylaws; started a summer leadership conference; and, in cooperation with the Massachusetts Teachers Association, initiated a system of recording memberships by using data processing.

The RIEA is still mindful of its obligations to children and society. Its primary obligation is to reinforce the concept that public schools are the most important public institution created by society to strengthen and enhance society.

The RIEA is keenly aware that it is the teacher who must make that institution work. Noble ideas and good programs are only as good as the persons who implement them. So, the RIEA looks to the day when all Rhode Island teachers will belong to one teachers' organization, with the expectation that such a group will be able to help educate the public more fully as to their role and responsibility in providing the resources that will give all children and adults qualitative, equal educational opportunities. □

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights.*

☐ **As chairman of the Social Studies** Department, I used to enjoy good rapport with the principal, the students, and the other teachers in the department. Now, however, I seem to have alienated some of my students and some of my co-workers.

Our principal is an administrator of the old school. We have a student council, but the principal frequently vetoes council proposals. The students had always accepted his vetoes with a minimum of grumbling, but when he vetoed a council proposal for a day-long teach-in, in which the whole school would depart from the regular schedule and discuss world affairs, the grumbles became growls.

The growls were really loud in my civics class. I had always encouraged free discussion among the bright seniors who made up this class, and they went to town on this issue. "If we can't have a teach-in here, let's have one in the park," someone suggested.

"Let's just strike until we get the day the way we want it," another student countered.

"You're suggesting drastic steps," I said. "Why not compromise? What about asking for a one-hour teach-in?" This brought forth loud boos. "Well, we'll waste no more time discussing preposterous ideas," I said. "Take out your books and get to work."

At a department meeting that afternoon, I told my colleagues what had happened in my class.

"I can see the kids' point," said our youngest staff member. "This was their attempt to express their activism through legitimate channels. Now they've been driven to take the protest route."

"Why don't we all go and ask the principal to change his mind?" someone asked.

"I'm not going to have any part in asking him to change his mind," I said. "One reason we don't have to contend with a lot of problems other schools have is that here the kids know who is boss."

Not one member of the department sided with me. As a group they went to the principal and pleaded in vain for the teach-in day.

The students cooled off in a few days, but for me things aren't the same. My civics class and my colleagues are polite to me, but coldly so.

I do not regret that I took the stand I did, but I wonder if I could have upheld my convictions and still have avoided the unfortunate consequences.

Consultants' Comments

It is questionable whether the department chairman enjoyed the good rapport with his students and department members that he thought he did. Apparently, he did not understand how strongly they felt about world issues and how great their desire was to hold a teach-in. If he had, the shift in student and faculty attitude after the incident would not have seemed so arbitrary and unpredictable to him.

In order to have avoided the unfortunate consequences, he should have reconciled more than his own set of personal values. He should have allowed free discussion on the student proposals.

Since the student council had proved an ineffective forum for student opinion, the young people were attempting to use the civics class—another legitimate forum—as a vehicle for feedback to the faculty and administration. It was an error for the teacher to manipulate the class by telling the students to take out their books and get down to work rather than to make the effort of helping the students reason out the consequences of their proposals.

Without any discussion, what appeared entirely reasonable to the students seemed preposterous to the instructor. After class discussion, the students and teacher most likely would have reached a compromise on the course of action to take.

The chairman should have served as a liaison between the department members, the students, and the administration. In this incident, he had the opportunity to display courage and leadership rather than fear and anxiety.

—**Paul G. Plantico,** *chairman, Social Studies Department, West Senior High School, Green Bay, Wisconsin.*

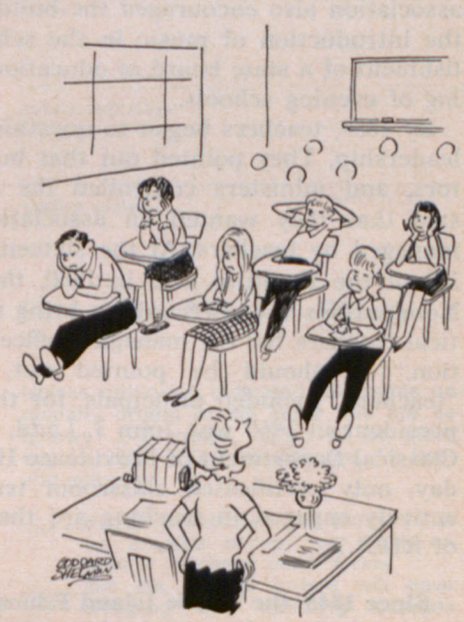
It appears as though this incident involves two issues. First, while I am not proposing that the principal's veto power be eliminated, something is wrong if he *frequently* uses this power over council proposals. The fact that he does indicates a lack of communication between the council and the administrators. It is time the two began to communicate in order to come to some understandings on issues and prevent so many of them from becoming questions involving the principal's veto power.

Today, principals need to be alert to the need for change. Students likewise need to know their duties and responsibilities. They need to be heard. But because they have the right to speak out doesn't mean their ideas have to be accepted.

The second issue, of course, is the unfortunate predicament of the chairman of the Social Studies Department. Social studies classes are places for students and teachers to discuss the issues of the times. In this instance it appears the teacher may have acted unwisely in completely stopping discussion about the teach-in. If tensions were high, he could have postponed the discussion until the next day. By so doing, he might have kept rapport with his students.

I respect a person who has convictions and stands up for them, but in a democratic society we still believe in the rule of the majority. Even though the department chairman was in the minority, he would have been a better leader if he had accompanied the other members of the department to their conference with the principal. He could have expressed his feelings again at the meeting and not lost face with his colleagues. Again, communication, not isolation, might be the answer.

—**Merritt B. Jensen,** *principal, Cheyenne East High School, Cheyenne, Wyoming.*



"And how was the late, late show?"

A Place Where I Belong *At*

JERRY H. SIMPSON, JR., *education reporter, the* Daily Progress, *Waynesboro, Virginia.*

□ **What's education all about? Several years ago I de**cided to ask those who should know—the kids in class. I queried pupils in six public elementary schools of Waynesboro, Virginia. Their unedited answers to questions about various aspects of schools and education convinced me that, despite "meaningful dialogues" between educators, the ones who really have the say on education are the pupils. Here are some of their replies:

A teacher is a educated person who is to help other people. She does not go to school for her own good.

Education is when your parents make you go to bed at 9:30 and get up at 7 to go to school. When you get home your mother asks you what you learned, and you say "Nothing." Then you have to go to bed at 9:30 again.

Education learns you how to do things. You go to learn so that you will have some more marbles in your head.

Education is when someone is engaged.

A school board is something that bosses a princeable around.

I don't know much about the school board, in fact I don't know anything about it, so I really can't tell you much about it, but I can tell you one thing, it has done good work.

A principal is a person that is a member of the school board. He tells the teachers what they can do and where they can go.

A principal is someone who doesn't trust the intercom, you know, because he is always shouting, "Testing, one, two, three."

I think a PTA is a meeting where you have to wait around a lot.

A PTA is on Monday once every month. It is mostly for parents, but children can come and sit and be bored.

A PTA is something like a womans meeting. They talk a little while then everybody goes to have refreshments.

A school teaches you stuff. You learn how to read and write. And people won't go around calling you a dumb head then.

I think a school is a place where I belong at. □

KING SCHOLARS

AT C.W. POST COLLEGE

EUGENE ARDEN, *dean, graduate faculties of arts and sciences, C. W. Post College of Long Island University, Brookville, New York.*

□ **The young assistant professor of psychology finished** his lecture, gathered up his notes, and slipped on a corduroy jacket over his turtleneck sweater. He had just come to the end of a unit of teaching in his own area of specialization; starting next week, another young colleague would take over the class. Along with their department chairman, they were team teaching a course for which no one was being paid, but which was to yield a thousand dollars for the Martin Luther King Scholarship Fund of C. W. Post College of Long Island University in Brookville, New York.

How so? This was a scheme used as a strategy to finance the bringing of more black students into the mainstream of university life.

Like all other segments of decent American life, the academic community was stunned by the villainy of King's assassination. In an effort to salvage something from the tragedy, many campus people tried to think of what would have pleased the Reverend Dr. King most. Perhaps the alleviation of poverty would have been an effort closest to his heart, but the academic people wisely chose to concentrate on what they could do best, and surely Dr. King would have agreed that as many black youngsters as possible should go to college—not only to fulfill their own bootstrap hopes, but to acquire the professional skills and know-how so sorely needed in their own black communities.

Martin Luther King scholarship programs sprang up across the country in considerable numbers, mainly at the inner-city colleges existing in the midst of visible and overwhelming need. Even in suburban communities, however, where the racial issue made less pressing demands than in the city and where there had been far too little recruiting of black students, the urge to participate in the venture of interracial education exerted a powerful influence.

Here as elsewhere, however, good intentions proved insufficient. Recognizing a need and even getting a program *started* was commendable, but the question of money soon towered over everything else as it became apparent that a long-range program would require unprecedented scholarship funds. The reason for this was that most black students would have to live on campus, since it would be difficult if not impossible for them to commute from the ghetto to a college in the suburbs, some 10 or 20 miles away. When the money needed for books and an occasional movie was added to the cost of room and board, the required amount, stretching over a four-year period for each student, reached an astronomical figure.

At C. W. Post College, the cost factor appeared ready to bury all the well-intentioned plans. Founded since World War II and without any significant endowments, the College would need several years to raise the roughly $200,000 a year required to cover the cost of enrolling about 50 qualified black students. The question was: What could the College do on its own to launch the Martin Luther King scholarships?

When the scholarship fund was started at the College, the faculty responded with a generosity far out of proportion to its average income. Some made direct gifts to the fund, and others arranged for a monthly payroll deduction. However, even if 200 faculty members gave as much as $120 each ($10 a month for the year), the sum would be only enough to pay for the costs of six students.

In retrospect, it seems clear that the faculty's willingness to contribute was based not only on the welfare of the black students who would be brought to the campus, but also on the welfare of the white students. The nearly lily-white campus was not only an indictment of the past history of the College, but it was doubly damnable because it provided the white students with a grievously limited sampling of the modern American community.

Faced by these hard facts, the professors decided to volunteer a portion of their time where it would count the most by doing some "overload" work: teaching an extra lecture section, chairing a master's thesis committee, or undertaking any of the other numerous assignments for which some monetary credit is usually given. The faculty members chose never to see the money, asking that it be given directly to the Fund.

Not only has extra money been raised by this method, but an even more important by-product has emerged. The students, both black and white, know that their teachers care, that they are willing to expend their time and talents rather than merely buy their way out by contributing conscience money.

The image of the professor who is interested only in his own research and his own pension fund is being replaced by the image of the practical, rational, involved man of action. That is why so high a proportion of the Martin Luther King scholars at Post College declare their own career choice to be—not medicine or law or engineering or even politics, but teaching. □

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Cancer Teach-In

In conjunction with an antismoking campaign, the seventh and eighth grade students at our K-8 school organized a Cancer Teach-In and participated as "student teachers."

Using films and filmstrips loaned by the American Cancer Society, the children went into the classrooms to teach. Under the guidance of the science teacher, they wrote their own lesson plans, learned to operate audiovisual equipment, prepared dittoed copies of surveys and tests, organized discussions, practiced, and then . . . taught. Each group of "teachers" was assigned to a particular grade and classroom, ranging from grades three through seven. They taught a series of four lessons, each of which was evaluated by the teacher whose classroom they visited.

As the program (which was originally organized to educate the younger students about the evidence linking cancer and smoking) evolved, it became evident that the "teachers" were gaining as much as they were giving.

The "teachers" were relating scientific research to daily life. They were participating in an important aspect of scientific study, that is, communication. Several students commented on how well they had learned the material by teaching it. Others noted how they found addressing a group to be an enjoyable experience —when they were prepared.

On the other side of the desk, the younger children were responding, returning home surveys, making posters, performing on tests, and eagerly anticipating each new lesson.

—Kathaleen Burke, *science teacher, West Hertel Middle School, Buffalo, New York.*

Exit Ticket

Children in my remedial or enrichment reading classes must have a

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PROFIT $2.00 per box.

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"ticket" to get out the door at the end of each reading period. The ticket is a skill we have been working hard to master. I have the child spell a word, relate his comprehension of reading material, or demonstrate any other specific skill involving the objectives of the current lesson. This gives me an opportunity to check on each child's retention and gives the child added repetition on skills.

—Reba Hadley, *reading teacher, Project Read, Vigo County School Corporation, Terre Haute, Indiana.*

Share Your Worksheets

To help teachers prepare for individual differences in our classrooms, we follow this procedure:

On a table near the duplicating machine are six baskets, one each for grades 1-6. Whenever a teacher runs off a self-explanatory worksheet, he makes five extra copies and puts them in the basket for his grade level. Then a teacher of a higher grade level can use these worksheets for remedial work and a teacher of a lower grade level can use them for enrichment work. The reading consultant and special education teachers find the worksheets a big help, too.

—Patricia P. Peterson, *former teacher of educable mentally retarded, Robert Louis Stevenson Elementary School, Fridley, Minnesota.*

Communications Unit

I have taught for four years, and each year I have used material on communications from the telephone company. The unit using the material they provide is one of the most popular with my pupils.

—Jim Mayse, *teacher of seventh grade English, Shenandoah (Iowa) Junior High School.*

Storage System

I use some bulletin board materials over again in the same arrangement. By mounting them on the backs of old weekly news maps (which the social studies teacher gives me), I can fold them easily and file them away for future use.

—Ralph Roggenbuck, *sixth grade teacher, Zeeland (North Dakota) Public School.* □

Ideas Wanted

Will teachers and/or administrators send us suggestions on how to handle the lunch and milk money? What is efficient and timesaving? How can the teacher keep from embarrassing the children who receive free milk or lunch?

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in Research in Education, Education Daily, PREP, *and* Using Research: A Key to Elementary School Mathematics.

How important to learning is the pupil's readiness?

Extremely important, according to recent research by Arthur R. Jensen. He reports that attempting to force instruction on a child who is not ready can cause the child either to learn the skill by a more primitive technique (one that has little transfer value to other learning, such as memorization) or to "turn off" to learning altogether. "Turning off" means the extinction or inhibition of behaviors that are necessary to learning, such as attention and active involvement.

Jensen found that many school learning problems, particularly those of disadvantaged children, might be avoided if more attention were paid to readiness in the primary grades, where the danger of turning off because of lack of readiness is greatest. His research suggests that less harm is done by late learning starts than by too early training, which may not only be inefficient but damaging.

A report of his study is available from ERIC Clearinghouse on Early Childhood Education, 805 W. Pennsylvania Ave., Urbana, Illinois.

Is audiovisual equipment being used widely in today's schools?

Not according to recent research conducted by the Commission on Instructional Technology. The Commission report states that "educational institutions make scant use of their potent means of communication." Less than 5 percent of the total class time is spent with films, filmstrips, records, programed texts (teaching machines), television, and computer-based instruction. Much equipment, including language laboratories, ends up ill-maintained or broken.

The report mentions several reasons for resistance to technology:

1. Uninspired output of much technology, including TV teaching
2. Fear of technology as further dehumanization of mass education
3. Expense, since no more than 4 percent of per pupil expenditures is spent on all instructional materials, including books
4. Inferior products
5. Machinery too complicated for teachers, especially on an occasional-use basis.

Does research indicate that the best math teaching emphasizes meaning?

Yes. Much research included in the Interpretative Study of Research and Development in Elementary School Mathematics, conducted at Pennsylvania State University, indicates that meaningful teaching rather than mere rote teaching of skills generally leads to greater retention, greater transfer, and increased ability to solve problems independently.

Research also indicates that teachers should use more materials; spend more class time on development and discussion; and provide short, specific practice periods.

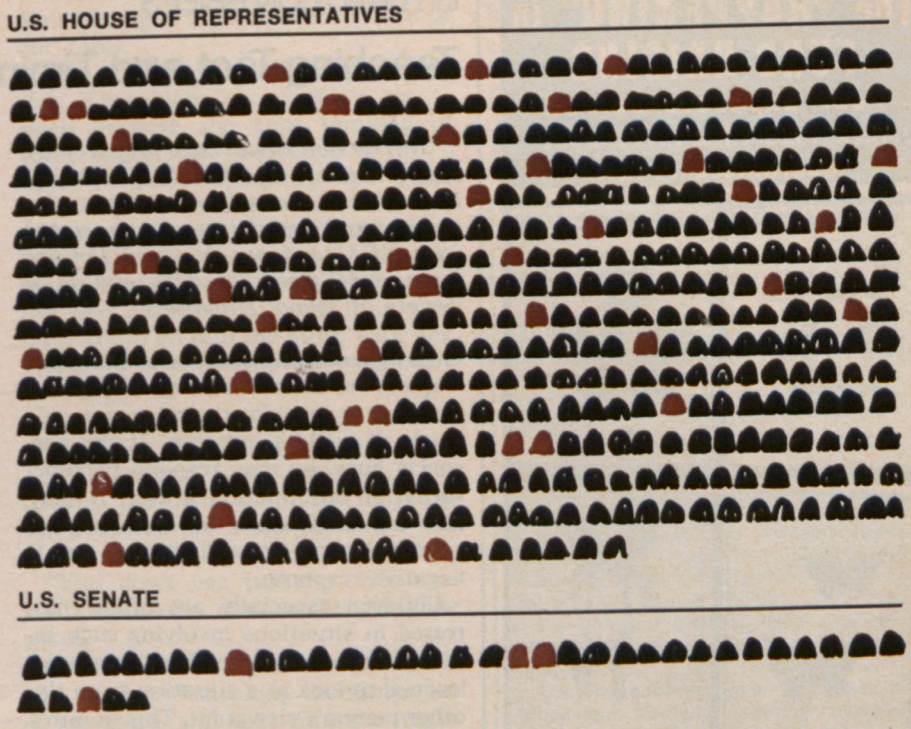
Are paraprofessional aides in education proving to be of value?

A recent nationwide study by Stanford Research Institute, Menlo Park, California, reveals that school districts with aide programs would be reluctant to give them up. Teachers who were once hesitant about having aides now feel they could not get along without them; administrators see aide programs as a technique for using their instructional resources more effectively; and parents wholeheartedly approve the aide concept.

According to the study, some of the benefits of using paraprofessional aides are the following:

1. Teachers are freed from numerous clerical, housekeeping, and monitoring duties so they can devote more time and energy to teaching.
2. Aides, usually hired from the immediate school community, can serve as an effective link between the community and the school.
3. Aides may be better able to communicate with parents concerning their children's learning problems than outsiders, especially in disadvantaged neighborhoods. □

Who should sit in these 47 key seats



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In just a few weeks, 470 seats in the U.S. Congress will be filled, 435 in the House of Representatives, 35 in the Senate. Not all of the men and women elected to office in November will necessarily be committed to improving education, but if even 10 percent make the nation's largest profession one of their top priorities, your life—and your students' education—can be improved dramatically. The votes cast by 47 dedicated Congressmen could well make the difference between more federal aid or less for your schools. We know you want a voice in who casts these vital votes.

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None of this may happen, however, unless you act. Strong support of the schools does not necessarily fill a candidate's campaign chest. Too many contributors are more concerned with other issues; they assume the schools will continue to do a good job or that the problems are all in some other state. They admire the candidate for his position on educational issues, but they do not help him get elected.

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You can still help influence the outcome of the November elections by sending just $1 (or more) to the Committee for the Support of the Friends of Education in Congress. But do it today, so that your candidates can have time to use the money to best advantage—campaigning for votes on the basis of their strong support of education. Your dollar will be working all year long, each time the House or the Senate considers educational bills. Help the Friends of Education elect officeholders who are truly friends of education. Together we can help make the 92nd Congress memorable for its concern for education.

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INTERACTION BRIEFS

Teaching Tact and Timing

"Interaction Briefs" are prepared by staff members of the NTL Institute for Applied Behavioral Science (an autonomous organization associated with NEA) and are designed for use by a wide range of ages and in a variety of school situations.

□ **In approaching another person with** a question, an opinion, or a request, we have to consider the other person's needs as well as our own. If the person is busy, he may respond perfunctorily. If our opinion grates, it may fall on deaf ears. If our request sounds like a demand, it may get a negative response.

Children especially are often frustrated in situations involving such interaction, because they haven't always learned to look at a situation from the other person's viewpoint. This month's "Interaction Brief" presents three role-playing situations that can help children develop greater insight and skill in this area of human interaction. As always, role playing is most effective if based on an actual situation, but the three scenes suggested here are universal enough to be used, with minor changes, to fit a specific class or specific children in a particular age group.

Scene 1: The school day has just ended and everyone has left the classroom except the teacher and two pupils.

The teacher is at his desk, making last minute preparations to leave. He is expected at a meeting across town and will have trouble getting there on time even if he leaves immediately.

John, one of the two pupils, has been gathering courage for three days to ask the teacher why he got a C in language arts on his report card when most of his papers were graded "good" or better. He feels ready to ask now and fears that his determination will leave him if he lets this chance slip by.

Susan, the other pupil, has a note from her mother that requires an answer. She had forgotten about the note until now and feels her mother will be angry if she comes home without a response.

Scene 2: Mary has lingered after school to speak to the teacher alone. She is one of a group of three girls who chatter and pass notes during class. While Mary gets her work done quickly and correctly, Joan, another member of the group, is not doing very well.

Today, the teacher saw Joan pass a note. He bawled her out in front of the class and sent her to the office. Mary, who had started the note passing, tried to speak up at the time, but the teacher told her to put her hand down. Now Mary wants to tell the teacher that she is as much to blame for the disturbance as Joan.

The teacher has been teaching some difficult new ideas to the class and feels that the students have not been trying hard enough to understand the material. He is going over their papers now, in preparation for planning tomorrow's lesson.

Scene 3: Mother is preparing supper when Henry comes in with a request. Henry and two of his friends have planned an outing for Saturday. They want to pack lunches, ride their bikes to the park, and hike to the creek where they can catch tadpoles. Henry knows that his mother may not give him permission to go on the outing, and he is afraid that he will lose face with his friends if he can't go.

His mother has been reluctant to let Henry ride his bike on major roads even though she knows he follows safety rules. (To get to the park, he would have to cross two major traffic areas.) She doesn't want to baby Henry, but she finds it hard not to worry about him when she knows he's riding his bike on dangerous roads.

To use these role-playing scenes, assign the parts and give the actors a moment to feel their way into the roles. Then begin the action. When the actors achieve a peak of involvement, stop the action and open the discussion.

First, the actors should tell how they felt in their roles and their reactions to the way the others in the scene behaved. Then the class can comment on their feelings as they observed the scene and on how each actor might have been more tactful than he was.

The scene can then be replayed with the same or different actors.

To end the session, invite class members to relate their past problems in confronting persons of authority and have them explain what they have learned to help them handle similar situations in the future.

(For another discussion of role playing in the classroom, see "Interaction Briefs" in the January 1969 issue of TODAY'S EDUCATION.) □

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.

What Should Marlene Do?

□ Instead of going straight home after the first day of school, Marlene and three other fourth grade girls stopped at the shopping center to buy their school supplies. They picked out the pencils, pads, and erasers they needed and were about to take them to the check-out desk when Julie, the new girl, said, "Let's see if we can snitch something. That's what we used to do at my old school. It's loads of fun." She led the way to another aisle, picked up a green plastic purse, and put it under her coat.

"Now all of you walk close to me so the bulge won't show," she said.

Chatting loudly, the other girls crowded around her and they walked out of the store. Once outside, they laughed until the tears came.

"Well, that was pretty scary," Marlene said. "Now we'd better toss it back inside the store and run."

"We can't do that," Julie said. "The floor manager might call the police or our folks."

The police? Parents? Marlene felt sick. That night she couldn't get to sleep because she kept thinking of what might have happened if they'd been caught. Apparently the other girls didn't feel as she did, however, and only a couple of days later, when Carol said that she wanted to stop at the store and buy a birthday present for her mother, Pat and Julie said they would go into the store with her. "We'll do some shopping, too," Julie said, giggling.

"I have to go on home," Marlene said. "I have my ballet lesson."

"You missed some real fun," her friends told her the next morning. They showed her a lipstick and a box of eye makeup they had taken.

"You don't use makeup. What do you want with that stuff?" Marlene asked.

"Don't be a drag," Julie said. "We had the fun of sneaking the things out of the store, and next time we might be able to get some things we really want."

The girls sounded as though they were going to make a regular thing of seeing what they could steal. Marlene wondered if she should tell the girls' parents or the teacher. If they kept up their shoplifting, sooner or later they'd get caught and that might mean they'd be arrested. Marlene was afraid, though, that if she told on the others, they'd tell her parents that she had been along when Julie took the purse. What should Marlene do?

Thoughts To Think Aloud:

1. Since Marlene was involved in only one stealing incident, does she have any responsibility to tell?

2. Is Marlene any less guilty than the others if she does nothing to stop the thefts?

3. How does shoplifting hurt all of a store's customers? □

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☐ Membership in NEA is a good investment. In addition to professional advantages, economic advantages and opportunities have expanded to such an extent that a new *NEA Member Services Catalog* has been published. Produced by the NEA Special Services Division, the catalog is a concise, comprehensive listing of services available to members from NEA. For members' convenience, it contains applications for services listed in the publication and order blanks to request further information about them.

The services listed include:

• Accidental Death and Dismemberment Insurance—a specially designed travel-accident insurance program that offers coverage wherever you are, 24 hours a day. The program obviates the need for purchasing special supplemental insurance when taking trips and pays benefits regardless of any other insurance you may have. Coverage can be extended to protect your spouse and eligible children as well as yourself for only *$19* a year.

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• Homeowners Insurance Program† —a home and personal property protection plan that offers coverages to suit the diverse situations of all members of the teaching profession. Protection is available whether you rent or buy or whether you live in a house or an apartment. Each policy is personalized and set up with the assistance of an insurance counselor.

In addition, the catalog contains information about the NEA Mutual Fund, NEA* Search, NEA Educational Travel, Auto Leasing, NEA Publications, and NEA Jewelry, as well as information about membership requirements.

For a copy of the new *NEA Member Services Catalog*, write to the Special Services Division, 1156 15th St., N.W., Washington, DC 20005. ☐

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CITIZENSHIP DAY
SEPTEMBER 17, 1970

Citizenship Day and Constitution Week Bulletin. Information to help communities and organizations plan ceremonies and programs. Includes Presidential proclamation, questions and answers on ceremonies honoring U.S. citizenship, and descriptions of selected programs. 1970. 28 pp. Free as long as supply lasts. Write to NEA Citizenship Committee, 1201 16th St., N.W., Washington, DC 20036.

Congress Illustrated. Guide book on Congress, with photos of and individual information on each member. 1970. 84 pp. 75¢ for NEA members. Capital Publishers, Inc., P.O. Box 6235, 5306 Belt Rd., N.W., Washington, DC 20015.

The Declaration of Independence and the Constitution of the United States of America, as Amended to February 10, 1967. Includes text of the documents and notes and information concerning them. 1968. 54 pp. 45¢. 90-2:H. doc.268. Supt. Doc.

Getting with Politics. A guide to political action for young people. Discusses the young generation's political agenda, the American political system, picking a party, and politics—Republican and Democratic style. 1968. 209 pp. 50¢. Dell Publishing Co., Inc., 750 Third Ave., New York 10017.

How Our Laws Are Made. Background and steps of our federal lawmaking process. 1969. 57 pp. 35¢. Cat. No. 91-1:H.doc. 127. Supt. Doc.

Law and Justice. Discusses how laws can be enforced with justice and humanity and gives examples of flexibility and compassion as important elements in law enforcement. 1969. 24 pp. 25¢. Public Affairs Committee, Inc., 381 Park Ave. South, New York 10016.

Our American Government: What Is It? How Does It Function? 175 Questions and Answers. Presents a comprehensive story of the history and functions of our American government in question-and-answer form. 1967. 44 pp. 25¢. 89-2:H.doc.530. Supt. Doc.

Our Flag. Pamphlet. Historical facts about our flag and how to display it. Also includes full-color pictures of American flags throughout our history, as well as flags for each of the 50 states and the District of Columbia. 1967. 33 pp. 25¢. 90-1:H.doc.165. Supt. Doc. □

TEACHER IN POLITICS

President of the Wyoming Education Association and director of audiovisual services for the Casper, Wyoming, public schools, Marvin E. Emrich is also a member of the Wyoming House of Representatives. First elected in 1967, he won reelection in 1969.

During his first term in the legislature, Mr. Emrich favored an extension of funding of the state foundation program for schools, a stand that the governor and the other members of his party opposed. When the final vote was taken on the question, he was the only member of his party to vote for more extensive funding.

For this reason, he had understandable qualms about his chances for reelection. However, he *was* reelected, whereupon, by means of bipartisan help, the legislature passed a school reorganization bill that included a considerable raise in the foundation fund.

—**Don Shanor,** *executive secretary, Wyoming Education Association.*

FOR YOUR INFORMATION

HELEN BAIN, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of TODAY'S EDUCATION (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1971 NEA Convention: June 27-July 2, Detroit.

American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.

NEA membership, May 31, 1970: 1,100,155.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214

NEA dues: Active Membership $25 a year. Associate Membership $25. Life or Associate Life Membership $500 each or $55 a year for 10 consecutive years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $12.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, pages 403-405.

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AFTER ALL

□ **It's almost impossible to utter a** sentence these days without tossing in a "you know" or two. If you doubt that, listen to a TV talk show, such as David Frost's.

You-know-itis is an addiction, an epidemic, a verbal virus, said Philip H. Love in his column in the *Washington Evening Star*. "Of all the silly expressions that have afflicted our language — and there have been many — the silliest by far is 'you know,' " he declared, adding that he finds appalling "the misuse of 'you know' as a substitute for words, phrases, and even punctuation — a device that forces the listener to guess what is meant. This is assuming, of course, that he isn't too bored to be bothered."

"You know" is a crutch. People who lean on it don't have to think clearly or speak precisely, which means, of course, that they don't communicate exactly.

When John answers a question about manifest destiny by explaining, "It's something — you know — bound to happen and so people of a certain — you know — extend their sovereignty and then they say it would happen anyway," his history teacher suspects the boy doesn't half know what he's talking about.

When Mary ventures that "the bryophyllum leaf seems magic because you can—you know—pin it to a curtain and the—you know—will start growing," her science teacher demands more specificity.

Funny, though. Teachers tempted to scream if they hear another you-know-studded class discussion are scarcely aware that they themselves *you know* and *you know* and *you know*, their communication leaving almost as much to be desired as John's and Mary's.

"You know" is a crime. Distressed by the national disregard for the beauty and the rhythm of the English language, we on the JOURNAL staff discovered this summer to our chagrin that we were as guilty as everyone else. We too were destroying grace and clarity of speech by overuse of two short words.

We're listening accusingly to each other now, ready to pounce on the ubiquitous phrase. Daily we become more self-conscious. We're committing fewer crimes, but—you know—it's pretty hard to break a habit.

"You know" is a weed, growing wild, spreading, choking the subtleties of meaning, the niceties of expression. Judging by *our* experience, teachers may encounter difficulty in stamping out this weed from their own word patch or that of their students, but in the grubbing they'll find themselves and the boys and girls speaking more thoughtfully.

"You know" is a flower. In clearing out the weed, let's not destroy the flower too.

A flower? Yes, not so much the words themselves as the concept they unconsciously express. The habitual user of the phrase is, true, speaking lazily and sloppily, but he is also underlining an interpersonal relationship. He is constantly reaching out to touch the listener verbally, to relate to him — and that's good.

You know that in the classroom you and your students need to cultivate a spirit of give-and-take. The better you know your students and the better they know you and the better they know each other, the greater can be the understanding and the friendship. In curing yourself of the "you know" tic, please don't for a moment minimize the elusive "you know" relationship.

"You know" — again, the philosophy, not the phrase—is a bridge between speaker and listener. You want to share your ideas with the boys and girls in your classes; you want them to share their ideas with you. You want to impart facts to them, or, better, to encourage them to acquire facts on their own. You want them to know that you honor their right to disagree with you. If you and they build a bridge of communication which all of you can cross, you know that mutual respect will develop and learning will be accelerated.

For our part, we know and we hope you know that TODAY'S EDUCATION seeks to enrich your understanding of those kids in your classes. We trust that after reading the conversation of teen-agers (pages 32-39 of this issue), you'll know a bit more about what your own students may be thinking. We believe that after reading Dr. Malcolm's analysis (pages 28-31), you'll be reminded that drug abuse is something all teachers need to know about.

We think that the suggestions for vitalizing homework (pages 16-21), all of which came in response to our request in one of last year's issues of THE JOURNAL, will stimulate some new and creative ways of handling a problem that you know is perennial.

We know, though, that you want to lift your sights beyond the classroom and to function ever more effectively as a member of an ever more effective teaching profession. President Bain's statement (pages 22-25) and the NEA feature (pages 50-57) will help you to know what your Association is doing and why —also how you fit into the organization picture.

Every month, TODAY'S EDUCATION will bring you articles which will discuss teacher rights, teacher welfare, teacher obligations, teacher standards. For you as a person, a year-long series on the teacher's finances starts on page 48 of this issue. For you as a citizen, Rosaline Fisher, who knows more about voting requirements than anyone we've ever met, has this month assembled facts of immediate value.

The JOURNAL during 1970-71 will try to present the information, the ideas, the suggestions you've asked for. You're the most influential readers in the world, you know. □

INFLATION

S. Omar Barker

"A penny for your thoughts"—indeed!
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HUNGER IS ALL SHE HAS EVER KNOWN

Margaret was found in a back lane of Calcutta, lying in her doorway, unconscious from hunger. Inside, her mother had just died in childbirth.

You can see from the expression on Margaret's face that she doesn't understand why her mother can't get up, or why her father doesn't come home, or why the dull throb in her stomach won't go away.

What you can't see is that Margaret is dying of malnutrition. She has periods of fainting, her eyes are strangely glazed. Next will come a bloated stomach, falling hair, parched skin. And finally, death from malnutrition, a killer that claims 10,000 lives *every day*.

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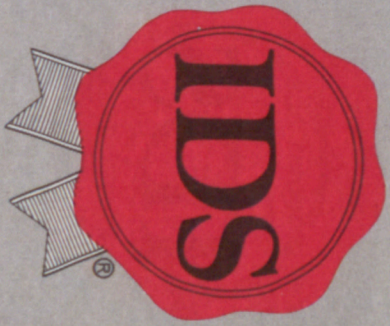

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